	A	B	C	D
1	○	○	○	○
2	○	○	○	○
3	○	○	○	○
4	○	○	○	○
5	○	○	○	○
6	○	○	○	○
7	○	○	○	○
8	○	○	○	○
9	○	○	○	○
10	○	○	○	○
11	○	○	○	○
12	○	○	○	○
13	○	○	○	○
14	○	○	○	○
15	○	○	○	○

Complete

RCMP

RCMP Police Aptitude (RPAT)

Study Guide &

Practice Test Questions

About Complete Test Preparation Inc.

The Complete Test Preparation Team has been publishing high quality study materials since 2005. Over one million students from all over the world visit our websites every year, and thousands of students, teachers and parents all over the world (over 100 countries) have purchased our teaching materials, curriculum, study guides and practice tests.

Complete Test Preparation Inc. is committed to providing students with the best study materials and practice tests available on the market. Members of our team combine years of teaching experience, with experienced writers and editors, all with advanced degrees.

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Getting Started

Congratulations!

By deciding to take the RCMP Police Aptitude Test, you have taken the first step toward a great future! Of course, there is no point in taking this important examination unless you intend to do your best to earn the highest grade you possibly can. That means getting yourself organized and discovering the best approaches, methods and strategies to master the material. Yes, that will require real effort and dedication, but if you are willing to focus your energy and devote the study time necessary, before you know it you will be on your way to a brighter future!

We know that taking on a new endeavour can be scary, and it is easy to feel unsure of where to begin. That's where we come in. This study guide is designed to help you improve your test-taking skills, show you a few tricks of the trade

and increase both your competency and confidence.

The RCMP Police Aptitude Test

The RCMP has six sections,

Observation – This section tests your ability to remember details

Reading Comprehension

Composition – This section tests your ability to articulate in writing, complex thoughts in a clear and concise way that is understandable to others. This includes, vocabulary, spelling and English grammar.

Professional Judgment

Recognition/Identification – Here you are shown a face and asked to choose the same person from four pictures, where their appearance has been altered.

Logic – This section tests your ability to analyze situations. Questions include, ordering pieces of information into a logical sequence, reading a map, identifying patterns in data, and solving problems

Simple Word Problems (Basic Math)

While we seek to make our guide as comprehensive as possible, note that like all exams, the RCMP Exam might be adjusted at some future point. New material might be added, or content that is no longer relevant or applicable might be removed. It is always a good idea to give the materials you receive when you register to take the RCMP test a careful review.

How this study guide is organized

This study guide is divided into three sections. The first section, Self-Assessments, will help you recognize your areas of strength and weakness. This will be a boon when it comes to managing your study time most efficiently; there is not much point of focusing on material you have already got firmly under control. Instead, taking the self-assessments will show you where that time could be much better spent. In this area you will begin with a few questions to evaluate quickly your understanding of material that is likely to appear on the RCMP test. If you do poorly in certain areas, simply work carefully through those sections in the tutorials and then try the self-assessment again.

The second section, Tutorials, offers information in each of the content areas, as well as strategies to help you master that material. The tutorials are not intended to be a complete course, but cover general principles. If you find that you do not understand the tutorials, it is recommended that you seek out additional instruction.

Third, we offer two sets of practice test questions, similar to those on the RCMP Exam.

The RCMP Study Plan

Now that you have made the decision to take the RCMP test, it is time to get started. Before you do another thing, you will need to figure out a plan of attack. The very best study tip is to start early! The longer the time period you devote to regular study practice, the more likely you will be to retain the material and access it quickly. If you thought that 1x20 is the same as 2x10, guess what? It really is not, when it comes to study time. Reviewing material for just an hour per day over the course of 20 days is far better than studying for two hours a day for only 10 days. The more often you revisit a particular piece of information, the better you will know it. Not only will your grasp and understanding be better, but your ability to reach into your brain and quickly and efficiently pull out the tidbit you need, will be greatly enhanced as well.

The great Chinese scholar and philosopher Confucius believed that true knowledge could be defined as knowing what you know and what you do not know. The first step in preparing for the RCMP is to assess your strengths and weaknesses. You may already have an idea of what you know and what you do not know, but evaluating yourself using our Self-Assessment modules for each of the test content areas may surprise you.

Making a Study Schedule

To make your study time the most productive you will need to develop a study plan. The purpose of the plan is to organize all the bits of pieces of information in such a way that you will not feel overwhelmed. Rome was not built in a day, and learning everything you will need to know to pass the RCMP is going to take time, too. Arranging the material you need to learn into manageable chunks is the best way to go. Each study session should make you feel as though you have reached your goal, and your goal is simply to learn what you planned to learn during that particular session. Try to organize the content in such a way that each study session builds on previous ones. That way, you will retain the information, be better able to access it, and review the previous bits and pieces at the same time.

Self-assessment

The Best Study Tip! The very best study tip is to start early! The longer you study regularly, the more you will retain and 'learn' the material. Studying for 1 hour per day for 20 days is far better than studying for 2 hours for 10 days.

What don't you know?

The first step is to assess your strengths and weaknesses. You may already have an idea of where your weaknesses are, or you can take our Self-assessment modules for each of the content areas.

■

Exam Component	Rate 1 to 5
Reading Comprehension	
Composition	
Vocabulary	
Spelling	
English Grammar	
Professional Judgment	
Recognition/Identification	
Logic	
Ordering information	
Identifying sequences	
Solving Problems	
Basic Math	
Percent	
Decimals	
Word Problems	

Making a Study Schedule

The key to making a study plan is to divide the material you need to learn into manageable sized pieces and learn it, while at the same time reviewing the material that you already know.

Using the table above, any scores of 3 or below, you need to spend time learning, reviewing and practicing this subject area. A score of 4 means you need to review the material, but you don't have to spend time re-learning. A score of 5 and you are OK with just an occasional review before the exam.

A score of 0 or 1 means you really need to work on this should allocate the most time and the highest priority. Some students prefer a 5-day plan and others a 10-day plan. It also depends on how much time until the exam.

Here is an example of a 5-day plan based on an example from the table above:

Reading Comprehension: 1- Study 1 hour everyday – review on last day

Vocabulary: 3 - Study 1 hour for 3 days then ½ hour a day, then review

Word Problems: 4 - Review every second day

Professional Judgment: 5 - Review for ½ hour every other day

Logic: 5 - Review for ½ hour every other day

Using this example, logic and professional judgment are good, and only need occasional review. Vocabulary is good and needs 'some' review. Reading Comprehension is very weak and need most of your time. Based on this, here is a sample study plan:

Day	Subject	Time
Monday		
Study	Reading Comprehension	1 hour
Study	Word Problems	1 hour
½ hour break		
Study	Vocabulary	1 hour
Review	Reading Comp.	½ hour
Tuesday		
Study	Reading Comprehension	1 hour
Study	Word Problems	½ hour
½ hour break		
Study	Vocabulary	½ hour
Review	Professional Judgment	½ hour
Review	Logic	½ hour
Wednesday		
Study	Reading Comprehension	1 hour
Study	Word Problems	½ hour
½ hour break		
Study	Vocabulary	½ hour
Review	Reading Comp.	½ hour
Thursday		
Study	Reading Comprehension	½ hour
Study	Word Problems	½ hour
Review	Vocabulary	½ hour
½ hour break		
Review	Logic	½ hour
Review	Professional Judgment	½ hour
Friday		
Review	Reading Comprehension	½ hour
Review	Word Problems	½ hour
Review	Vocabulary	½ hour
½ hour break		
Review	Professional Judgment	½ hour
Review	Logic	½ hour

■

Using this example, adapt the study plan to your own schedule. This schedule assumes 2 ½ - 3 hours available to study everyday for a 5 day period.

First, write out what you need to study and how much. Next figure out how many days before the test. Note, do NOT study on the last day before the test. On the last day before the test, you won't learn anything and will probably only confuse yourself.

Make a table with the days before the test and the number of hours you have available to study each day. We suggest working with 1 hour and ½ hour time slots.

Start filling in the blanks, with the subjects you need to study the most, getting the most time, and the most regular time slots (i.e. everyday) and the subjects that you know getting the least time (e.g. ½ hour every other day, or every 3rd day).

Tips for making a schedule

Once you make a schedule, stick with it! Make your study sessions reasonable. If you make a study schedule and don't stick with it, you set yourself up for failure. Instead, schedule study sessions that are a bit shorter and set yourself up for success! Make sure your study sessions are do-able. Studying is hard work, but after you pass, you can party and take a break!

Schedule breaks. Breaks are just as important as study time. Work out a rotation of studying and breaks that works for you.

Build up study time. If you find it hard to sit still and study for 1 hour straight through, build up to it. Start with 20 minutes, and then take a break. Once you get used to 20-minute study sessions, increase the time to 30 minutes. Gradually work you way up to 1 hour.

How to Make a Study Plan and Schedule

https://www.test-preparation.ca/make-study-plan/

40 minutes to 1 hour is optimal. Studying for longer than this is tiring and not productive. Studying for shorter isn't long enough to be productive.

Studying Math. Studying Math is different from studying other subjects because you use a different part of your brain. The best way to study math is to practice everyday. This will train your mind to think in a mathematical way. If you miss a day or days, the mathematical mind-set is gone, and you have to start all over again to build it up.

More on how to study math

https://www.test-preparation.ca/how-to-study-for-a-math-test-the-complete-guide/

How to Study

For more information, see our How to Study Guide at

https://www.test-preparation.ca/learning-study/

Reading Comprehension

This section contains a self-assessment and reading tutorial. The tutorials are designed to familiarize general principles and the self-assessment contains general questions similar to the reading questions likely to be on the RCMP exam, but are not intended to be identical to the exam questions. The tutorials are not designed to be a complete reading course, and it is assumed that students have some familiarity with reading comprehension and vocabulary questions. If you do not understand parts of the tutorial, or find the tutorial difficult, it is recommended that you seek out additional instruction.

For addition practice and help with reading comprehension see our Multiple Choice Secrets books at

www.multiple-choice.ca.

Tour of the Reading Content

Below is a detailed list of the types of reading questions that generally appear on your exam.

Drawing logical conclusions

Make predictions

Analyze and evaluate the use of text structure to solve problems or identify sequences

Vocabulary - Give the definition of a word from context

Summarize

The questions below are not the same as you will find on the exam - that would be too easy! And nobody knows what the questions will be and they change all the time. Mostly the changes consist of substituting new questions for old, but the changes can be new question formats or styles, changes to the number of questions in each section, changes to the time limits for each section and combining sections. Below are general reading and vocabulary questions that cover the same areas as the exam. So the format and exact wording of the questions may differ slightly, and change from year to year, if you can answer the questions below, you will have no problem with the reading section.

Reading Comprehension

Self-Assessment

The purpose of the self-assessment is:

Identify your strengths and weaknesses.

Develop your personalized study plan (above)

Get accustomed to the RCMP test format

Extra practice – the self-assessments are almost a full 3rd practice test!

Provide a baseline score for preparing your study schedule.

Since this is a self-assessment, and depending on how confident you are with reading comprehension and vocabulary, timing is optional. This self-assessment has 34 questions, so allow about 20 minutes to complete this assessment.

Once complete, use the table below to assess your understanding of the content, and prepare your study schedule described in chapter 1.

For more on answering multiple choice in a reading comprehension test, see

https://www.test-preparation.ca/multiple-choice/

80% - 100%	Excellent – you have mastered the content
60 – 79%	Good. You have a working knowledge. Even though you can jus
40% - 59%	Below Average. You do not understand reading comprehension
Less than 40%	Poor. You have a very limited understanding of reading compreh

Self-Assessment Answer Sheet

	A	B	C	D
1	○	○	○	○
2	○	○	○	○
3	○	○	○	○
4	○	○	○	○
5	○	○	○	○
6	○	○	○	○
7	○	○	○	○
8	○	○	○	○
9	○	○	○	○
10	○	○	○	○
11	○	○	○	○
12	○	○	○	○
13	○	○	○	○
14	○	○	○	○
15	○	○	○	○

Questions 1 – 4 refer to the following passage.

Passage 1 - Who Was Anne Frank?

You may have heard mention of the word Holocaust in your History or English classes. The Holocaust took place from 1939-1945. It was an attempt by the Nazi party to purify the human race, by eliminating Jews, Gypsies, Catholics, homosexuals and others they deemed inferior to their "perfect" Aryan race. The Nazis used Concentration Camps, which were sometimes used as Death Camps, to exterminate the people they held in the camps. The saddest fact about the Holocaust was the over one million children under the age of sixteen died in a Nazi concentration camp. Just a few weeks before World War II was over, Anne Frank was one of those children to die.

Before the Nazi party began its persecution of the Jews, Anne Frank had a happy live. She was born in June of 1929. In June of 1942, for her 13th birthday, she was given a simple present which would go onto impact the lives of millions of people around the world. That gift was a small red diary that she called Kitty. This diary was to become Anne's most treasured possession when she and her family hid from the Nazi's in a secret annex above her father's office building in Amsterdam.

For 25 months, Anne, her sister Margot, her parents, another family, and an elderly Jewish dentist hid from the Nazis in this tiny annex. They were never permitted to go outside, and their food and supplies were brought to them by Miep Gies and her husband, who did not believe in the Nazi persecution of the Jews. It was a very difficult life for young Anne and she used Kitty as an outlet to describe her life in hiding.

After 2 years, Anne and her family were betrayed and arrested by the Nazis. To this day, nobody is exactly sure who betrayed the Frank family and the other annex residents. Anne, her mother, and her sister were separated from Otto Frank, Anne's father. Then, Anne and Margot were separated from

their mother. In March of 1945, Margot Frank died of starvation in a Concentration Camp. A few days later, at the age of 15, Anne Frank died of typhus. Of all the people who hid in the Annex, only Otto Frank survived the Holocaust.

Otto Frank returned to the Annex after World War II. It was there that he found Kitty, filled with Anne's thoughts and feelings about being a persecuted Jewish girl. Otto Frank had Anne's diary published in 1947 and it has remained continuously in print ever since. Today, the diary has been published in over 55 languages and more than 24 million copies have been sold around the world. The Diary of Anne Frank tells the story of a brave young woman who tried to see the good in all people.

1. From the context clues in the passage, what does annex mean?

a. Attic

b. Bedroom

c. Basement

d. Kitchen

2. Why do you think Anne's diary has been published in 55 languages?

a. So everyone could understand it.

b. So people around the world could learn more about the horrors of the Holocaust.

c. Because Anne was Jewish but hid in Amsterdam and died in Germany.

d. Because Otto Frank spoke many languages.

3. From the description of Anne and Margot's deaths in the passage, what can we assume typhus is?

a. The same as starving to death.

b. An infection the Germans gave to Anne.

c. A disease Anne caught in the concentration camp.

d. Poison gas used by the Germans to kill Anne.

4. In the third paragraph, what does outlet mean?

a. A place to plug things into the wall

b. A store where Miep bought cheap supplies for the Frank family

c. A hiding space similar to an Annex

d. A place where Anne could express her private thoughts.

Questions 5 – 8 refer to the following passage.

Passage 2 - Was Dr. Seuss A Real Doctor?

A favorite author for over 100 years, Theodor Seuss Geisel was born on March 2, 1902. Today, we celebrate the birthday of the famous "Dr. Seuss" by hosting Read Across America events throughout the March. School children around the country celebrate the "Doctor's" birthday by making hats, giving presentations and holding read aloud circles featuring some of Dr. Seuss' most famous books.

But who was Dr. Seuss? Did he go to medical school? Where was his office? You may be surprised to know that Theodor Seuss Geisel was not a medical doctor at all. He took on the nickname Dr. Seuss when he became a noted children's book author. He earned the nickname because people said his books were "as good as medicine." All these years later, his nickname has lasted and he is known as Dr. Seuss all across the world.

Think back to when you were a young child. Did you ever want to try "green eggs and ham?" Did you try to "Hop on Pop?" Do you remember

learning about the environment from a creature called The Lorax? Of course, you must recall one of Seuss' most famous characters; that green Grinch who stole Christmas. These stories were all written by Dr. Seuss and featured his signature rhyming words and letters. They also featured made up words to enhance his rhyme scheme and even though many of his characters were made up, they sure seem real to us today.

And what of his "signature" book, The Cat in the Hat? You must remember that cat and Thing One and Thing Two from your childhood. Did you know that in the early 1950's there was a growing concern in America that children were not becoming avid readers? This was, book publishers thought, because children found books dull and uninteresting. An intelligent publisher sent Dr. Seuss a book of words that he thought all children should learn as young readers. Dr. Seuss wrote his famous story The Cat in the Hat, using those words. We can see, over the decades, just how much influence his writing has had on very young children. That is why we celebrate this doctor's birthday each March.

5. What does the word "avid" mean in the last paragraph?

a. Good

b. Interested

c. Slow

d. Fast

6. What can we infer from the statement " His books were like medicine?"

a. His books made people feel better

b. His books were in doctor's office waiting rooms

c. His books took away fevers

d. His books left a funny taste in readers' mouths.

7. Why is the publisher in the last paragraph called "intelligent?"

a. The publisher knew how to read.

b. The publisher knew that kids did not like to read.

c. The publisher knew Dr. Seuss would be able to create a book that sold well.

d. The publisher knew that Dr. Seuss would be able to write a book that would get young children interested in reading.

8. The theme of this passage is

a. Dr. Seuss was not a doctor.

b. Dr. Seuss influenced the lives of generations of young children.

c. Dr. Seuss wrote rhyming books.

d. Dr. Suess' birthday is a good day to read a book.

Questions 9 - 12 refer to the following passage.

Keeping Tropical Fish

Keeping tropical fish at home or in your office used to be very popular. Today, interest has declined, but it remains as rewarding and relaxing a hobby as ever. Ask any tropical fish hobbyist, and you will hear how soothing and relaxing watching colorful fish live their lives in the aquarium. If you are considering keeping tropical fish as pets, here is a list of the basic equipment you will need.

A filter is essential for keeping your aquarium clean and your fish alive and healthy. There are different types and sizes of filters and the right size for you depends on the size of the aquarium and the level of stocking. Generally, you need a filter with a 3 to 5 times turn over rate per hour. This means that the water in the tank should go through the filter about 3 to 5

times per hour.

Most tropical fish do well in water temperatures ranging between 24^0 C and 26^0 C, though each has its own ideal water temperature. A heater with a thermostat is necessary to regulate the water temperature. Some heaters are submersible and others are not, so check carefully before you buy.

Lights are also necessary, and come in a large variety of types, strengths and sizes. A light source is necessary for plants in the tank to photosynthesize and give the tank a more attractive appearance. Even if you plan to use plastic plants, the fish still require light, although here you can use a lower strength light source.

A hood is necessary to keep dust, dirt and unwanted materials out of the tank. Sometimes the hood can also help prevent evaporation. Another requirement is aquarium gravel. This will improve the aesthetics of the aquarium and is necessary if you plan to have real plants.

9. What is the general tone of this article?

a. Formal

b. Informal

c. Technical

d. Opinion

10. Which of the following cannot be inferred?

a. Gravel is good for aquarium plants.

b. Fewer people have aquariums in their office than at home.

c. The larger the tank, the larger the filter required.

d. None of the above.

11. What evidence does the author provide to support their claim that aquarium lights are necessary?

a. Plants require light.

b. Fish and plants require light.

c. The author does not provide evidence for this statement.

d. Aquarium lights make the aquarium more attractive.

12. Which of the following is an opinion?

a. Filter with a 3 to 5 times turn over rate per hour are required.

b. Aquarium gravel improves the aesthetics of the aquarium.

c. An aquarium hood keeps dust, dirt and unwanted materials out of the tank.

d. Each type of tropical fish has its own ideal water temperature.

Questions 14 - 17 refer to the following passage.

The Civil War

The Civil War began on April 12, 1861. The first shots of the Civil War were fired in Fort Sumter, South Carolina. Even though more American lives were lost in the Civil War than in any other war, not one person died on that first day. The war began because eleven Southern states seceded from the Union and tried to start their own government, The Confederate States of America.

Why did the states secede? The issue of slavery was a primary cause of the Civil War. The eleven southern states relied heavily on their slaves to foster their farming and plantation lifestyles. The northern states, many of whom had already abolished slavery, did not feel that the southern states should

have slaves. The north wanted to free all the slaves and President Lincoln's goal was to both end slavery and preserve the Union. He had Congress declare war on the Confederacy on April 14, 1862. For four long, blood soaked years, the North and South fought.

From 1861 to mid 1863, it seemed as if the South would win this war. However, on July 1, 1863, an epic three day battle was waged on a field in Gettysburg, Pennsylvania. Gettysburg is remembered for being the bloodiest battle in American history. At the end of the three days, the North turned the tide of the war in their favor. The North then went on to dominate the South for the remainder of the war. Another famous event is General Sherman's "March to The Sea," where he famously led the Union Army through Georgia and the Carolinas, burning and destroying everything in their path.

In 1865, the Union army invaded and captured the Confederate capital of Richmond Virginia. Robert E. Lee, leader of the Confederacy surrendered to General Ulysses S. Grant, leader of the Union forces, on April 9, 1865. The Civil War was over and the Union was preserved.

13. What does secede mean?

a. To break away from

b. To accomplish

c. To join

d. To lose

14. Which of the following statements summarizes a FACT from the passage?

a. Congress declared war and then the Battle of Fort Sumter began.

b. Congress declared war after shots were fired at Fort Sumter.

c. President Lincoln was pro slavery

d. President Lincoln was at Fort Sumter with Congress

15. Which event finally led the Confederacy to surrender?

a. The battle of Gettysburg

b. The battle of Bull Run

c. The invasion of the confederate capital of Richmond

d. Sherman's March to the Sea

Answer Key

1. A

We know that an annex is like an attic because the text states the annex was above Otto Frank's building.

Choice B is incorrect because an office building doesn't have bedrooms. Choice C is incorrect because a basement would be below the office building. Choice D is incorrect because there would not be a kitchen in an office building.

2. B

The diary has been published in 55 languages so people all over the world can learn about Anne. That is why the passage says it has been continuously in print.

Choice A is incorrect because it is too vague. Choice C is incorrect because it was published after Anne died and she did not write in all three languages. Choice D is incorrect because the passage does not give us any information about what languages Otto Frank spoke.

3. C

Use the process of elimination to figure this out.

Choice A cannot be the correct answer because, otherwise the passage would have simply said that Anne and Margot both died of starvation. Choices B and D cannot be correct because, if the Germans had done something specifically to murder Anne, the passage would have stated that directly. By the process of elimination, choice C has to be the correct answer.

4. D

We can figure this out using context clues. The paragraph is talking about Anne's diary and so, outlet in this instance is a place where Anne can pour her feelings.

Choice A is incorrect answer. That is the literal meaning of the word outlet and the passage is using the figurative meaning. Choice B is incorrect because that is the secondary literal meaning of the word outlet, as in an outlet mall. Again, we are looking for figurative meaning. Choice C is incorrect because there are no clues in the text to support that answer.

5. B

When someone is avid about something that means they are highly interested in the subject. The context clues are dull and boring, because they define the opposite of avid.

6. A

The author is using a simile to compare the books to medicine. Medicine is what you take when you want to feel better. They are suggesting that if you want to feel good, they should read Dr. Seuss' books.

Choice B is incorrect because there is no mention of a doctor's office. Choice C is incorrect because it is using the literal meaning of medicine and the author is using medicine in a figurative way. Choice D is incorrect because it makes no sense. We know not to eat books.

7. D

The publisher is described as intelligent because he knew to get in touch with a famous author to develop a book that children would be interested in reading.

Choice A is incorrect because we can assume that all book publishers must know how to read. Choice B is incorrect because it says in the article that more than one publisher was concerned whether children liked to read. Choice C is incorrect because there is no mention in the article about how well The Cat in the Hat sold when it was first published.

8. B

The passage describes in detail how Dr. Seuss had a great effect on the lives of children through his writing. It names several of his books, tells how he helped children become avid readers and explains his style of writing.

Choice A is incorrect because that is just one single fact about the passage. Choice C is incorrect because that is just one single fact about the passage. Choice D is incorrect because that is just one single fact about the passage. Again, choice B is correct because it encompasses ALL the facts in the passage, not just one single fact.

9. B

The general tone is informal.

10. B

The statement, "Fewer people have aquariums in their office than at home," cannot be inferred from this article.

11. B

Both fish and plants require lights.

12. B

The following statement is an opinion, " Aquarium gravel improves the aesthetics of the aquarium."

13. A

Secede means to break away from because the 11 states wanted to leave the United States and form their own country.

Choice B is incorrect because the states were not accomplishing anything. Choice C is incorrect because the states were trying to leave the USA not join it. Choice D is incorrect because the states seceded before they lost the war.

14. B

Look at the dates in the passage. The shots were fired on April 12 and Congress declared war on April 14.

Choice C is incorrect because the passage states that Lincoln was against slavery. Choice D is incorrect because it never mentions who was or was not at Fort Sumter.

15. C

The passage states that Lee surrendered to Grant after the capture of the capital of the Confederacy, which is Richmond.

Choice A is incorrect because the war continued for 2 years after Gettysburg. Choice B is incorrect because that battle is not mentioned in the passage. Choice D is incorrect because the capture of the capital occurred after the march to the sea.

Help with Reading Comprehension

At first sight, reading comprehension tests look challenging especially if you are given long essays to answer only two to three questions. While reading, you might notice your attention wandering, or you may feel sleepy. Do not be discouraged because there are various tactics and long range strategies that make comprehending even long, boring essays easier.

Your friends before your foes. It is always best to tackle essays or passages with familiar subjects rather than those with unfamiliar ones. This approach applies the same logic as tackling easy questions before hard ones. Skip passages that do not interest you and leave them for later when there is more time.

Don't use 'special' reading techniques. This is not the time for speed-reading or anything like that – just plain ordinary reading – not too slow and not too fast.

Read through the entire passage and the questions before you do anything. Many students try reading the questions first and then looking for answers in the passage thinking this approach is more efficient. What these students do not realize is that it is often hard to navigate in unfamiliar roads. If you do not familiarize yourself with the passage first, looking for answers become not only time-consuming but also dangerous because you might miss the context of the answer you are looking for. If you read the questions first you will only confuse yourself and lose valuable time.

Familiarize yourself with reading comprehension questions. If you are familiar with the common types of reading questions, you are able to take note of important parts of the passage, saving time. There are six major kinds of reading questions.

Main Idea- Questions that ask for the central thought or significance of the passage.

Specific Details - Questions that asks for explicitly stated ideas.

Drawing Inferences - Questions that ask for a statement's intended meaning.

Tone or Attitude - Questions that test your ability to sense the emotional state of the author.

Context Meaning – Questions that ask for the meaning of a word depending on the context.

Technique – Questions that ask for the method of organization or the writing style of the author.

Read. Read. Read. The best preparation for reading comprehension tests is always to read, read and read. If you are not used to reading lengthy passages, you will probably lose concentration. Increase your attention span

by making a habit out of reading.

Reading Comprehension tests become less daunting when you have trained yourself to read and understand fast. Always remember that it is easier to understand passages you are interested in. Do not read through passages hastily. Make mental notes of ideas that you think might be asked.

Reading Strategy

When facing the reading comprehension section of a standardized test, you need a strategy to be successful. You want to keep several steps in mind:

First, make a note of the time and the number of sections. Time your work accordingly. Typically, four to five minutes per section is sufficient. Second, read the directions for each selection thoroughly before beginning (and listen well to any additional verbal instructions, as they will often clarify obscure or confusing written guidelines). You must know exactly how to do what you're about to do!

Now you're ready to begin reading the selection.Read the passage carefully, noting significant characters or events on a scratch sheet of paper or underlining on the test sheet. Many students find making a basic list in the margins helpful. Quickly jot down or underline one-word summaries of characters, notable happenings, numbers, or key ideas. This will help you better retain information and focus wandering thoughts. Remember, however, that your main goal in doing this is to find the information that answers the questions. Even if you find the passage interesting, remember your goal and work fast but stay on track.

Now read the question and all of the choices. Now you have read the passage, have a general idea of the main ideas, and have marked the important points. Read the question and all of the choices. Never choose an answer without reading them all! Questions are often designed to confuse – stay focused and clear. Usually the answer choices will focus on one or two facts or inferences from the passage. Keep these clear in your mind.

Search for the answer. With a very general idea of what the different choices are, go back to the passage and scan for the relevant information. Watch for big words, unusual or unique words. These make your job easier as you can scan the text for the particular word.

Mark the Answer. Now you have the key information the question is looking for. Go back to the question, quickly scan the choices and mark the correct one.

Understand and practice the different types of standardized reading comprehension tests. See the list above for the different types. Typically, there will be several questions dealing with facts from the selection, a couple more inference questions dealing with logical consequences of those facts, and periodically an application-oriented question surfaces to force you to make connections with what you already know. Some students prefer to answer the questions as listed, and feel classifying the question and then ordering is wasting precious time. Other students prefer to answer the different types of questions in order of how easy or difficult they are. The choice is yours and do whatever works for you. If you want to try answering in order of difficulty, here is a recommended order, answer fact questions first; they're easily found within the passage. Tackle inference problems next, after re-reading the question(s) as many times as you need to. Application or 'best guess' questions usually take the longest, so save them

for last.

Use the practice tests to try out both ways of answering and see what works for you.

For more help with reading comprehension, see Multiple Choice Secrets at www,multiple-choice.ca

Main Idea and Supporting Details

Identifying the main idea, topic and supporting details in a passage can feel like an overwhelming task. The passages used for standardized tests can be boring and seem difficult - Test writers don't use interesting passages or ones that talk about things most people are familiar with. Despite these obstacles, all passages and paragraphs will have the information you need to answer the questions.

The topic of a passage or paragraph is its subject. It's the general idea and can be summed up in a word or short phrase. On some standardized tests, there is a short description of the passage if it's taken from a longer work. Make sure you read the description as it might state the topic of the passage. If not, read the passage and ask yourself, "Who or what is this about?" For example:

Over the years, school uniforms have been hotly debated. Arguments are made that students have the right to show individuality and express themselves by choosing their own clothes. However, this brings up social and academic issues. Some kids cannot afford to wear the clothes they like and might be bullied by the "better dressed" students. With attention drawn to clothes and the individual, students will lose focus on class work and the reason they are in school. School uniforms should be mandatory.

Ask: What is this paragraph about?

Topic: school uniforms

Once you have the topic, it's easier to find the main idea. The main idea is a specific statement telling what the writer wants you to know about the topic. Writers usually state the main idea as a thesis statement. If you're looking for the main idea of a single paragraph, the main idea is called the topic sentence and will probably be the first or last sentence. If you're looking for the main idea of an entire passage, look for the thesis statement in either the first or last paragraph. The main idea is usually restated in the conclusion. To find the main idea of a passage or paragraph, follow these steps:

1. Find the topic.

2. Ask yourself, "What point is the author trying to make about the topic?"

3. Create your own sentence summarizing the author's point.

4. Look in the text for the sentence closest in meaning to yours.

Look at the example paragraph again. It's already established that the topic of the paragraph is school uniforms. What is the main idea/topic sentence?

Ask: "What point is the author trying to make about school uniforms?"

Summary: Students should wear school uniforms.

Topic sentence: School uniforms should be mandatory.

Main Idea: School uniforms should be mandatory.

Each paragraph offers supporting details to explain the main idea. The details could be facts or reasons, but they will always answer a question about the main idea. What? Where? Why? When? How? How much/many? Look at the example paragraph again. You'll notice that more than one sentence answers a question about the main idea. These are the supporting details.

Main Idea: School uniforms should be mandatory.

Ask: Why? Some kids cannot afford to wear clothes they like and could be bullied by the "better dressed" kids. Supporting Detail

With attention drawn to clothes and the individual, Students will lose focus on class work and the reason they are in school (Supporting Detail).

What if the author doesn't state the main idea in a topic sentence? The passage will have an implied main idea. It's not as difficult to find as it might seem. Paragraphs are always organized around ideas. To find an implied main idea, you need to know the topic and then find the relationship between the supporting details. Ask yourself, "What is the point the author

is making about the relationship between the details?”

Cocoa is what makes chocolate good for you. Chocolate comes in many varieties. These delectable flavors include milk chocolate, dark chocolate, semi-sweet, and white chocolate.

Ask: What is this paragraph about?

Topic: Chocolate

Ask: What? Where? Why? When? How? How much/many?

Supporting details: Chocolate is good for you because it is made of cocoa, Chocolate is delicious, Chocolate comes in different delicious flavors

Ask: What is the relationship between the details and what is the author's point?

Main Idea: Chocolate is good because it is healthy and it tastes good.

Testing Tips for Main Idea Questions

1. Skim the questions – not the answer choices - before reading the passage.

2. Questions about main idea might use the words "theme," "generalization," or "purpose."

3. Save questions about the main idea for last. On standardized tests like the SAT, the answers to the rest of the questions can be found in order in the passage.

3. Underline topic sentences in the passage. Most tests allow you to write in your testing booklet.

4. Answer the question in your own words before looking at the answer choices. Then match your answer with an answer choice.

5. Cross out incorrect answer choices immediately to prevent confusion.

6. If two of the answer choices mean the same thing but use different words, they are BOTH incorrect.

7. If a question asks about the whole passage, cross out the answer choices that apply only to part of it.

8. If only part of the information is correct, that answer choice is incorrect.

9. An answer choice that is too broad is incorrect. All information needs to be backed up by the passage.

10. Answer choices with extreme wording are usually incorrect.

Drawing Inferences And Conclusions

Drawing inferences and making conclusions happens all the time. In fact, you probably do it every time you read—sometimes without even realizing it! For example, remember the first time you saw the movie "The Lion King." When you meet Scar for the first time, he is trapping a helpless mouse with his sharp claws preparing to eat it. When you see this action you guess that Scar is going to be a bad character in the movie. Nothing appeared to tell you this. No caption came across the bottom of the screen that said "Bad Guy." No red arrow pointed to Scar and said "Evil Lion." No, you made an inference about his character based on the context clue you were given. You do the same thing when you read!

When you draw an inference or make a conclusion you are doing the same thing, you are making an educated guess based on the hints the author gives you. We call these hints "context clues." Scar trapping the innocent mouse is the context clue about Scar's character.

Usually you are making inferences and drawing conclusions the entire time that you are reading. Whether you realize it or not, you are constantly making educated guesses based on context clues. Think about a time you were reading a book and something happened that you were expecting to happen. You're not psychic! Actually, you were picking up on the context clues and making inferences about what was going to happen next!

Let's try an easy example. Read the following sentences and answer the questions at the end of the passage.

Shelly really likes to help people. She loves her job because she gets to help people every single day. However, Shelly has to work long hours and she can get called in the middle of the night for emergencies. She wears a white lab coat at work and usually she carries a stethoscope.

What is most likely Shelly's job?

a. Musician

b. Lawyer

c. Doctor

d. Teacher

This probably seemed easy. Drawing inferences isn't always this simple, but it is the same basic principle. How did you know Shelly was a doctor? She helps people, she works long hours, she wears a white lab coat, and she gets called in for emergencies at night. Context Clues! Nowhere in the paragraph did it say Shelly was a doctor, but you were able to draw that conclusion based on the information provided in the paragraph. This is how it's done!

There is a catch, though. Remember that when you draw inferences based on reading, you should only use the information given to you by the author.

Sometimes it is easy for us to make conclusions based on knowledge that is already in our mind—but that can lead you to drawing an incorrect inference. For example, let's pretend there is a bully at your school named Brent. Now let's say you read a story and the main character's name is Brent. You could NOT infer that the character in the story is a bully just because his name is Brent. You should only use the information given to you by the author to avoid drawing the wrong conclusion.

Let's try another example. Read the passage below and answer the question.

Social media is an extremely popular new form of connecting and communicating over the Internet. Since Facebook's original launch in 2004, millions of people have joined in the social media craze. In fact, it is estimated that almost 75% of all Internet users aged 18 and older use some form of social media. Facebook started at Harvard University as a way to get students connected. However, it quickly grew into a worldwide phenomenon and today, the founder of Facebook, Mark Zuckerberg has an estimated net worth of 28.5 billion dollars.

Facebook is not the only social media platform, though. Other sites such as Twitter, Instagram, and Snapchat have since been invented and are quickly becoming just as popular! Many social media users actually use more than one type of social media. Furthermore, most social media sites have created mobile apps that allow people to connect via social media virtually anywhere in the world!

What is the most likely reason that other social media sites like Twitter and Instagram were created?

a. Professors at Harvard University made it a class project.

b. Facebook was extremely popular and other people thought they could also be successful by designing social media sites.

c. Facebook was not connecting enough people.

d. Mark Zuckerberg paid people to invent new social media sites because he wanted lots of competition.

Here, the correct answer is B. Facebook was extremely popular and other people thought they could also be successful by designing social media sites. How do we know this? What are the context clues? Take a look at the first paragraph. What do we know based on this paragraph? Well, one sentence refers to Facebook's original launch. This suggests that Facebook was one of the first social media sites. In addition, we know that the founder of Facebook has been extremely successful and is worth billions of dollars. From this we can infer that other people wanted to imitate Facebook's idea and become just as successful as Mark Zuckerberg.

Let's go through the other answers. If you chose A, it might be because Facebook started at Harvard University, so you drew the conclusion that all other social media sites were also started at Harvard University. However, there is no mention of class projects, professors, or students designing social media. So there doesn't seem to be enough support for choice A.

If you chose C, you might have been drawing your own conclusions based on outside information. Maybe none of your friends are on Facebook, so you made an inference that Facebook didn't connect enough people, so more sites were invented. Or maybe you think the people who connect on

Facebook are too old, so you don't think Facebook connects enough people your age. This might be true, but remember inferences should be drawn from the information the author gives you!

If you chose D, you might be using the information that Mark Zuckerberg is worth over 28 billion dollars. It would be easy for him to pay others to design new sites, but remember, you need to use context clues! He is very wealthy, but that statement was giving you information about how successful Facebook was—not suggesting that he paid others to design more sites!

So remember, drawing inferences and conclusions is simply about using the information you are given to make an educated guess. You do this every single day so don't let this concept scare you. Look for the context clues, make sure they support your claim, and you'll be able to make accurate inferences and conclusions!

Observation, Professional

Judgment, Recognition and Identification

This section contains self-assessment questions and tutorials. The tutorials are designed to familiarize general principles and the self-assessment contains general questions similar to the questions likely to be on the exam, but are not intended to be identical to the exam questions. If you do not understand parts of the tutorial, or find the tutorial difficult, it is recommended that you seek out additional instruction.

The questions in the self-assessment are not the same as you will find on the exam - that would be too easy! And nobody knows what the questions will be and they change all the time. Mostly, the changes consist of substituting new questions for old, but the changes also can be new question formats or styles, changes to the number of questions in each section, changes to the time limits for each section, and combining sections. So the format and exact wording of the questions may differ slightly, and changes from year to year, if you can answer the questions below, you will have no problem with the questions on the RCMP Entrance Exam.

Observation Self-Assessment

Directions: You have five minutes to memorize the following information. Do not write anything down. Questions follow on page 56.

Name: Angela Jones

Description: 5 ft. 2 in. Black Canadian with long frizzy hair. No other identifying features.

Wanted For: Fraud

Name: Ryan McPherson

Description: 5 ft 8 in. Brown hair, clean-cut. Earring in right ear.

Wanted For: Bank Robbery

Make/Model: Unknown

Color: Red

License Plate: AJ1 26K British Columbia

Wanted in Connection with: Armed Robbery

Make/Model: Chevrolet Impala

Color: Yellow

License Plate: ARU-8364 Alberta

Wanted in Connection with: Assault

Observation Set II

Name: Mike Johnson

Description: 5 ft. 8 in Short hair and clean-cut. No other identifying features.

Wanted For: Trafficking

Name: Bryson Strong

Description: 5 ft. 5 in Short hair and clean cut. Scar on left forehead.

Wanted For: Drunk and Disorderly

Make/Model: Mini Cooper

Color: 2-tone Turquoise and White

License Plate: AMCR-834 Ontario

Wanted in Connection with: Vehicular Homicide

Make/Model: Peugeot Coupe

Color: Green

License Plate: A52 BCP Quebec

Wanted in Connection with: Stolen Vehicle

Memorization and Memory Tricks

If you are going to master the art of studying, you are going to have to master one of life's basic skills: memorization. Do not panic! It is not as hard as you might think. Learning a few basic memorization techniques will give you the skills you need to make learning and retaining information a cinch.

Repeat, Repeat, Repeat. Repetition is a clever way of convincing your brain that the material you are studying is important. That is because, when an idea, a person, or an event is important to you, your mind will return to it again and again. By constantly and consistently reviewing new material, you will lock in the facts that you need to remember. Put simply, repetition saturates your brain with facts, words, and ideas to the point that you can't help but remember them later when you need them for a test.

Say It Out Loud. Verbalizing the information that you are studying is another way to embed it into your mind. Speaking the words aloud is like a double repetition, because you are simultaneously speaking them and hearing them. This involves your brain in yet another way, increasing the likelihood that you will remember the facts when you need them. As well, saying the words aloud actually teaches your mouth to recognize them. When you are trying to recall the information and can remember a phrase, whispering it tonics yourself can bring the entire piece of information right back into your mind.

Make Connections. Humor is a useful tool to help you memorize a fact that just isn't sticking. Instead of looking at the information logically and

intellectually, consider it in terms of associations or images. For example, let's say you are trying to learn the definition of 'scoliosis.' The word means curvature of the spine. You might notice that the letter 's' occurs three times, and that this letter is a curvy one. It is also the first letter in the word 'spine.' When you see the word on a test, you will recognize the curving letters and remember the association with 'spine!'

When you create a strange association, your brain sees this as something out of the ordinary. The brain has a sense of humor, and enjoys making puns, putting together unusual images and, otherwise having fun with language and ideas. It remembers things that are out of the ordinary more than it does the commonplace. So the more bizarre that you make this combination, the better your chance of recalling the information.

Keep in mind that using only one of these suggestions in and of itself is not the ultimate key to memorization. If a technique doesn't work for a particular bit of information, try another. You can even combine a couple of approaches. The more you use these strategies, the more likely your brain will agree with you that the material you are studying is not only worth remembering, it is actually enjoyable.

Following are some additional strategies to help you memorize material. Try different ones and see what sticks the best for you.

Using Mnemonics

Mnemonics are tricks to help you remember information. Mnemonics come in several varieties, allowing you to choose what clicks for you. Some mnemonics enjoy widespread use because they are easy and effective, but you can always make up your own.

Visual Mnemonics– Visual mnemonics involve creating images that somehow suggest the information that is to be remembered. The image might be connected to the information in some logical way, or it can be completely unrelated. For example, if you are trying to remember that an event took place in Chillicothe, Ohio, you could visualize a cup of coffee sitting in a freezer (chilly coffee). Imaging a map of the state of Ohio on the coffee much will to help you in remembering that Chillicothe is in Ohio.

Visual mnemonics can be useful in learning another language as well. For example, rey is the Spanish word for king or monarch. Visualizing a crown with rays of light coming out from it reinforces the meaning with a mental image. The Spanish verb caminar means 'to walk,' so you could visualize an old El Camino model of car that is broken down, forcing you to walk.

Acronyms – Acronyms use the letters in a phrase or sentence to create an easy-to-remember word. A well-known example of this is ROY G. BIV. The letters stand for red, orange, yellow, green, blue, indigo and violet, which are the colors of the spectrum in order. This technique can be combined with a visual mnemonic to further lock it in. Imagining a cartoon character names Roy G. BIV, who wears a red hat, has orange hair, a yellow tie, a green shirt, a blue belt, indigo pants and a violet shirt makes the

information you are trying to memorize impossible to forget!

A variation of the acronym mnemonic is to use the letters to create a simple sentence. With the spectrum colors, 'Richard of York Gave Battle in Vain' can serve as a memory device. Creating a simple song to go along with a sentence mnemonic makes remembering the words a tad easier.

Here is an example for anyone who is studying biology and needs to know taxonomy classifications. By looking at the first letters of each word in the acronym 'Kids Prefer Cheese Over Fried Green Spinach,' it is easy to remember Kingdom, Phylum, Class, Order, Family, Genus, Species, and these are the taxonomy classifications in order.

Acronyms can be used for any subject, including math. For example, at first glance pi seems like a hopelessly long string of numbers that is nearly impossible to memorize. However, the acronym 'How I wish I could calculate pi' is all you need to know. Here, the acronym isn't based on the first letter of each word, but on the number of letters in each word. The first word, 'how' has three letters. 'I' is a single letter, while 'wish' is a four-letter word. These are the first 3 numbers in pi—3.14. The number of letters in each word represents one digit of pi, giving you 3.141592. Memorizing a simple, fun phrase can save a lot of time and brain power.

Taking a Mnemonic Journey – Also known as the Method of Loci, journey mnemonics simply involve taking a mental journey with the information you are trying to integrate. As you study, imagine yourself walking through a familiar area. Picture words or images that represent the information superimposed on or featured in a particular location along the journey. For example, if you are studying art history, you might imagine yourself walking through your home, from the entrance to the bedroom. Throughout your walk, visualize famous paintings or sculptures along the walls, floor, or in the doorways. Take the mental walk a few times to really lock in the

information. By mentally retracing those steps during the art history exam, the art work and artists will be easy to recall.

This method does not have to be used with paintings, sculptures or other obviously visual items. You can combine it with one or more other techniques and apply them to any subject. Picturing something in a specific location that you know well will help reinforce the connection. For example, the crown with rays of light coming out of it may be hanging on your bedpost, while the El Camino is parked outside your window.

Word Play – Rhymes and catchy phrases are an excellent mnemonic approach for adults as well as for children. They do not have to be complicated and can be used for any subject. Some rhymes have been so ingrained in us that decades after learning them, they come back to help us remember how to spell a word or recall a fact. Remembering the spelling mnemonic, 'I before E, except after C, or when sounded like A, as in neighbor and weigh,' has helped many a child—and adult--manage difficult spelling challenges. Remembering the meanings of the homonyms 'there,' 'their,' and 'they're' is made easier by recalling the catchy phrase, 'Here' is in 'there', 'heir' is in 'their', and they're just means they are. This one works because both 'here' and 'there' are locations, while 'their' refers to possession, and an 'heir' inherits possessions. You can create a little rhyme to explain all kinds of words you have trouble remembering how to spell. For example, 'There are three e's buried in the cemetery' helps unblock confusion about which vowel to use.

Associations – Another way to remember something is to associate the information with something easier to recall. While associations can be loosely grouped with other types of mnemonics, they are actually a little different. For example, many people have difficulty remembering the difference between stalactites and stalagmites. Stalactites grow down from the cave's ceiling, and there is a 'c' in the middle of the word. Stalagmites, however, contains a 'g', and since they grow up from the ground, that 'g'

can stand for 'ground.' Confusing dessert and desert is a very common mistake, but it is easy to create an association to help you remember the difference. For example, the Sahara is a famous desert, and both words contain a single 's.' Another word for dessert is sweets, and both of those words contain two letters 's.'

Associations do not have to be based on spelling. For a physical example on how associations can work, take a look at your hands. You are going to use the knuckles and the spaces between them as association points to the months in the year. Starting with your left pinky knuckle, name the months. The months that fall in the spaces between the knuckles have 30 days, except for February. Those that land on the knuckles are months can contain 31 days. For this trick to work, skip the valley between thumb and index fingers and jump to the right hand's index knuckle, since July and August have 31 days. Another physical mnemonic useful for teaching youngsters how to remember which is their right hand and which the left involves forming an 'L' with the thumb and index finger of the left hand. The 'L' is going in the correct direction, so that is the left hand.

Memory tricks can make studying easier process, regardless of your age. They do not have to be logical, sensible or even related to your subject, and your favorites may not work for other people. The trick is to make sure the mnemonics you use are ones that work for you.

Professional Judgment

This section contains an Professional Judgment self-assessment. The tutorials are designed to familiarize general principles and the self-assessment contains general questions similar to the composition questions likely to be on the exam, but are not intended to be identical to the exam questions.

The questions in the self-assessment are not the same as you will find on the exam - that would be too easy! And nobody knows what the questions will be and they change all the time. Mostly, the changes consist of substituting new questions for old, but the changes also can be new question formats or styles, changes to the number of questions in each section, changes to the time limits for each section, and combining sections. So the format and exact wording of the questions may differ slightly, and changes from year to year, if you can answer the questions below, you will have no problem with the Professional Judgment section.

Answer Sheet

Scenario 1

Dispatch reports a complaint of noisy and unruly teenagers hanging on the street. You proceed immediately to the area alone. You park the car nearby and observe 10 or 12 teens on the sidewalk. They do not appear to be taking drugs or drinking.

1. What should you do first?

a. Approach the group and arrest them right away.

b. Call for backup.

c. Return to the station as there are no crimes being committed.

d. Approach and question the group alone.

Scenario 2

2. Dispatch replies that back up is on its way. You wait in the car until 2 officers arrive. What is your next course of action.

a. Approach the group with the 2 backup officers and politely inform them there has been a noise complaint.

b. With the back up officers, arrest all the teens.

c. Approach the group alone with the two backup officers still in the car, and tell the group they will have to be more quiet.

d. Divide the group into three and have each officer question one group.

3. The teenagers are a little hostile but are not committing any crime. What should you do?

a. Arrest all of them.

b. Repeat that there has been a noise complaint, and ask them to please be more quiet.

c. Search the group for drugs.

d. Leave the scene.

Scenario 3

You are called to a street lamp that has fallen across the street, partly blocking traffic. You are the first to arrive.

4. What is the first action that you should take?

a. Report the fallen lamp to dispatch.

b. Check the street lamp for exposed or loose wires that may be carrying current.

c. Secure the area around the fallen street lamp with pylons to direct traffic around the lamp and give dispatch an update on the situation.

d. Evacuate the neighborhood.

Scenario 4

5. You recognize a stolen car and confirm with dispatch you are following the car alone. The stolen car has 4 people in it and you are alone. What should you do?

a. Pull the car over immediately

b. Call for backup, giving your position and situation, and keep following the car

c. Report the position and direction and stop following the car.

d. Call for backup and keep following the car.

Scenario 5

6. You are called to a robbery and see two cars leaving the scene at high speed. You give chase, however, the cars are driving at very high speed and driving very dangerously.

What should you do?

a. Call dispatch with as much information as possible

b. Follow the cars and match their speed.

c. Follow the cars at a high but safe speed, even if you fall behind

c. Follow the cars but do not exceed the speed limit.

Answer Key

1. B

The safest course of action is to call for backup.

2. A

A low key and polite approach is best.

3. B

No crime is being committed, so there is no reason to arrest, and searching may antagonize them and the situation could deteriorate quickly if handled aggressively.

4. C

The first priority is to ensure safety and secure the area, then give dispatch an updated report. Inspecting the street light, beyond a quick inspection, is beyond your expertise and not your job. Better to wait for qualified people to arrive.

5. B

With four people in the car, pulling them over alone is not advised. The priority is to give dispatch the most information you can, and keep following the car.

6. C

One of your responsibilities is the safety, which includes yourself. In addition, a high speed chase could endanger innocent people. The best

action is to follow the cars at a high but safe speed and update dispatch with a description of the cars and any other information you have.

How to Answer this type of Question

Answering professional judgment questions involves common sense and following a set of basic criteria.

1. Safety - Assisting victims of crime, and injured persons.

This is first and foremost the most important duty. Assisting injured persons, includes other officers.

2. Following Instructions

In an emergency, others, who may see a larger picture that you cannot, are counting on you to follow their orders without question.

3. Protect Property - calming disorder

Protecting private and public property and calming disorder and one for key duties of a police officer.

4. Perform duties - Keep the Peace, enforce the law, maintain order.

Keeping the peace and enforcing the law are the primary duties of a police officer.

Observation Questions

(From Page 43 - 46)

1. What is the name of the African Canadian wanted for fraud?

a. Ryan McPherson

b. Angela Jones

c. Bryson Strong

d. Mike Johnson

2. What Province is the car wanted in connection with armed robbery from?

a. Alberta

b. Quebec

c. British Columbia

d. Ontario

3. What model is the Chevrolet from Alberta?

a. Impala

b. Malibu

c. Caprice

d. Lumina

4. Who is wanted for trafficking?

a. Bryson Strong

b. Mike Johnson

c. Angela Jones

d. Ryan McPherson

5. What is the Mini Cooper wanted for?

a. Stolen vehicle

b. Vehicular homicide

c. Armed Robbery

d. Assault

6. What Province is the Peugeot Coupe from?

a. Alberta

b. Quebec

c. British Columbia

d. Ontario

Answer Key

1. B

Angela Jones is the Black Canadian.

2. C

The red car, unknown model and make wanted for armed robbery is from British Columbia.

3. A

The Chevrolet model is an Impala.

4. B

Mike Johnson is wanted for trafficking.

5. B

The Mini Cooper is wanted in connection with a vehicular homicide.

6. B

The Peugeot Coupe is from Quebec.

Recognition and Identification

This section contains a self-assessment and a short recognition and identification tutorial. The tutorials are designed to familiarize general principles and the self-assessment contains general questions similar to the questions likely to be on the RCMP, but are not intended to be identical to the exam questions.

The questions below are not the same as you will find on the RCMP - that would be too easy! And nobody knows what the questions will be and they change all the time. Mostly the changes consist of substituting new questions for old, but the changes can be new question formats or styles, changes to the number of questions in each section, changes to the time limits for each section and combining sections. Below are general quantitative skills questions that cover the same areas as the RCMP. So the format and exact wording of the questions may differ slightly, and change from year to year, if you can answer the questions below, you will have no problem with this section of the RCMP entrance test.

1. Choose the person that matches the suspect below.

a.   b.

c.   d.

2. Choose the person that matches the suspect below.

a.   b.

c.   d.

Answer Key

1. A

Choice A is the same person. Choice B looks like a good choice as they are both wearing hoodies - notice though, the cheek bones are much narrower. Choices C and D are different people - the shape of their heads is quite different.

2. D

Choice D is the same person with different hair and sunglasses. Choices A and C have narrower facial structure. Choice B has a wider facial structure.

How to answer this type of question.

Like most (all) types of questions on the RCMP exam, practice practice practice! In recognizing and identifying a suspect, focus on what can't be changed - eye color, cheek bones, facial structure, identifying marks such as birthmarks. Tattoos and piercings are also a clue, though they leave a mark and can be covered up.

Here is an example:

Choose the person that matches the suspect below.
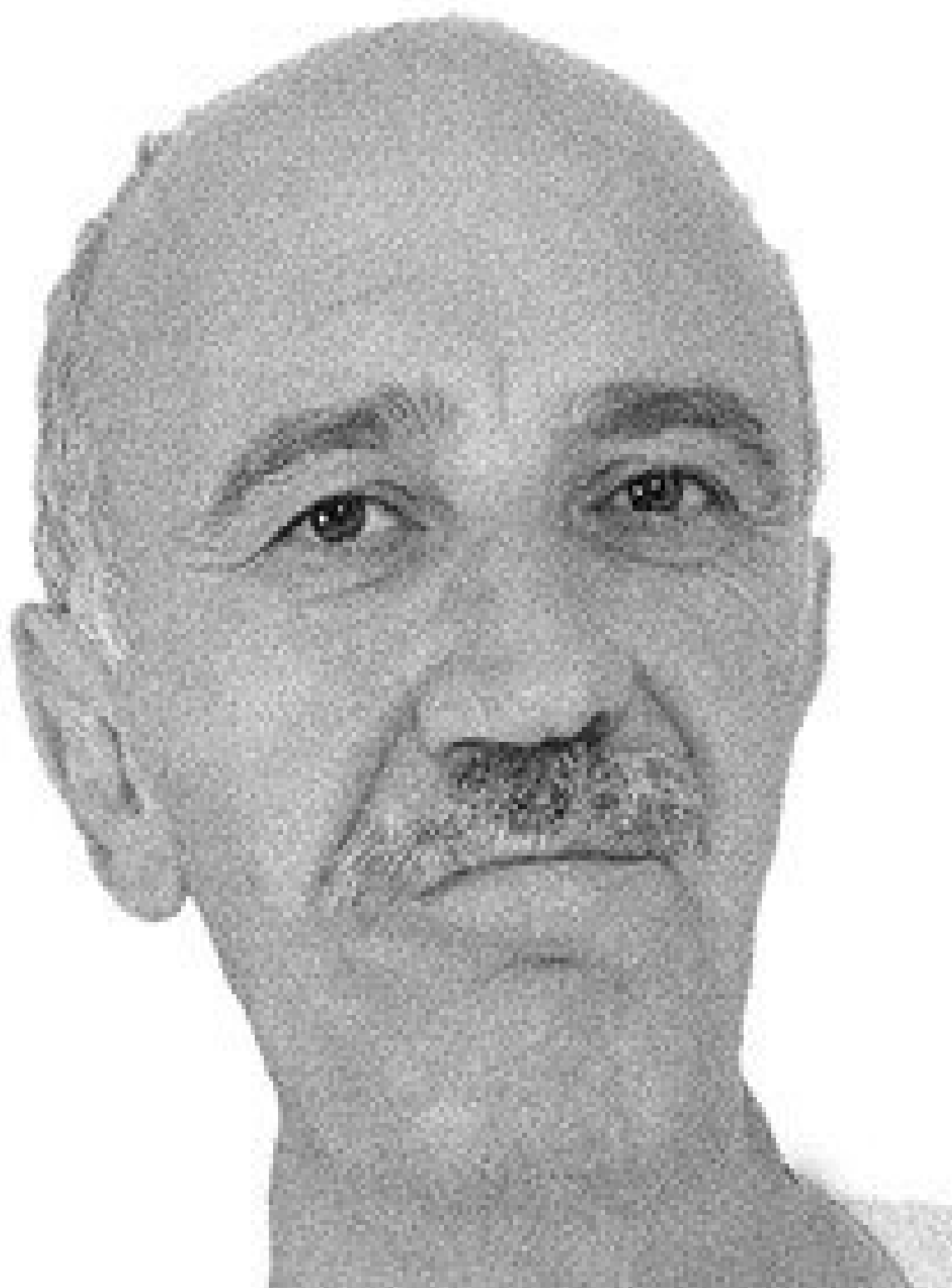
Facial Structure is noticeably thinner so it can't be the same person.

Facial structure is much wider so it can't be the same person.

Facial Structure is the same - clearly the same person wearing sunglasses.

Composition

This section contains a Composition self-assessment. The tutorials are designed to familiarize general principles and the self-assessment contains general questions similar to the composition questions likely to be on the exam, but are not intended to be identical to the exam questions. The tutorials are not designed to be a complete course, and it is assumed that students have some familiarity with English grammar and usage. If you do not understand parts of the tutorial, or find the tutorial difficult, it is recommended that you seek out additional instruction.

Tour of the Composition Content

Below is a detailed list of the topics likely to appear on the exam.

Spelling

Vocabulary

English usage

English grammar

The questions in the self-assessment are not the same as you will find on the exam - that would be too easy! And nobody knows what the questions will be and they change all the time. Mostly, the changes consist of substituting new questions for old, but the changes also can be new question formats or styles, changes to the number of questions in each section, changes to the time limits for each section, and combining sections. So the format and exact wording of the questions may differ slightly, and changes from year to year, if you can answer the questions below, you will have no problem with the Composition section.

Composition Self-Assessment

The purpose of the self-assessment is:

Identify your strengths and weaknesses.

Develop your personalized study plan (above)

Get accustomed to the format

Extra practice – the self-assessments are almost a full 3rd practice test!

Provide a baseline score for preparing your study schedule.

Since this is a Self-assessment, and depending on how confident you are with composition, timing yourself is optional. This self-assessment has 60 questions, so allow 30 minutes to complete.

Answer Sheet

	A B C D E		A B C D E
1	○ ○ ○ ○ ○	21	○ ○ ○ ○ ○
2	○ ○ ○ ○ ○	22	○ ○ ○ ○ ○
3	○ ○ ○ ○ ○	23	○ ○ ○ ○ ○
4	○ ○ ○ ○ ○	24	○ ○ ○ ○ ○
5	○ ○ ○ ○ ○	25	○ ○ ○ ○ ○
6	○ ○ ○ ○ ○	26	○ ○ ○ ○ ○
7	○ ○ ○ ○ ○	27	○ ○ ○ ○ ○
8	○ ○ ○ ○ ○	28	○ ○ ○ ○ ○
9	○ ○ ○ ○ ○	29	○ ○ ○ ○ ○
10	○ ○ ○ ○ ○	30	○ ○ ○ ○ ○
11	○ ○ ○ ○ ○		
12	○ ○ ○ ○ ○		
13	○ ○ ○ ○ ○		
14	○ ○ ○ ○ ○		
15	○ ○ ○ ○ ○		
16	○ ○ ○ ○ ○		
17	○ ○ ○ ○ ○		
18	○ ○ ○ ○ ○		
19	○ ○ ○ ○ ○		
20	○ ○ ○ ○ ○		

Fill in the Blanks

1. Our _____ to America by sea was not very comfortable.

a. journey

b. voyage

c. travel

d. none of the above

2. I do not want to _____ a friend like you.

a. lose

b. loose

c. lost

d. none of the above

3. This pain killer will _____ your pain.

a. lesson

b. lessen

c. lesen

d. leson

4. Collecting stamps, _____ and listening to shortwave radio were Rick's main hobbies.

a. building models

b. to build models

c. having built models

d. build models

Directions: Choose the correct version of the underlined word or phrase in the given sentence.

5. She is the most cleverest girl in the class.

a. She is the most clever girl in the class.

b. She is the cleverest girl in the class.

c. She is the most cleverer girl in the class.

d. None of the above.

6. He lived in California since 1995.

a. He had lived in California since 1995.

b. He has been living in California since 1995.

c. He has living in California since 1995.

d. None of the above.

7. Politics are his chief interest.

a. Politics is his chief interest.

b. Politics are his chief interests.

c. Politics is his chief interests.

d. The sentence is correct.

8. He is a cowered person.

a. He is a cowardest person.

b. He is a cowardly person.

c. He is a coward person.

d. The sentence is correct.

9. Choose the sentence with the correct grammar.

a. The man was asked to come with his daughter and her test results.

b. The man was asked to come with her daughter and her test results.

c. The man was asked to come with her daughter and our test results.

d. None of the above.

10. Choose the sentence with the correct grammar.

a. Neither of them came with their bicycle.

b. Neither of them came with his bicycle.

c. Neither of them came with our bicycle.

d. None of the above.

11. Choose the correct spelling.

a. Weather

b. Weathur

c. Wether

d. None of the above

12. Choose the correct spelling.

a. Withdrawl

b. Withdrawal

c. Withdrawel

d. Witdrawal

13. Choose the correct spelling.

a. Yatch

b. Yache

c. Yaute

d. Yacht

14. Choose the correct spelling.

a. Yeild

b. Yielde

c. Yield

d. Yeelde

15. Choose the correct spelling.

a. Warrant

b. Warrent

c. Warent

d. Warant

16. Choose the correct spelling.

a. Thorou

b. Thurough

c. Thorough

d. Thorogh

17. Choose the correct spelling.

a. Tomorow

b. Tomorrow

c. Tommorow

d. Tommorrow

18. Choose the correct spelling.

a. Unicke

b. Uniqe

c. Unique

d. None of the Above

19. Choose the correct spelling.

a. Unice

b. Usable

c. Ussable

d. Usabble

20. Choose the correct spelling.

a. Usually

b. Usualy

c. Ususally

d. Ussually

Fill in the Blank.

21. When Joe broke his _____ in a skiing accident, his entire leg was in a cast.

a. Ankle

b. Humerus

c. Wrist

d. Femur

22. Alan had to learn the _____ system of numbering when his family moved to Great Britain.

a. American

b. Decimal

c. Metric

d. Fingers and toes

23. After Lisa's aunt had her tenth child, Lisa found that she had more than twenty _____.

a. Uncles

b. Friends

c. Stepsisters

d. Cousins

24. She was a rabid Red Sox fan, attending every game, and demonstrating her _____ by cheering more loudly than anyone else.

a. Knowledge

b. Boredom

c. Commitment

d. Enthusiasm

25. When Craig's dog was struck by a car, he rushed his pet to the _____.

a. Emergency room

b. Doctor

c. Veterinarian

d. Podiatrist

26. Gasoline is very _____.

a. Volatile

b. Flammable

c. Inert

d. None of the above

27. The tree has _____ over millions of years.

a. Scared

b. Petrified

c. Rotted

d. None of the above

28. They always get along and never _____.

a. Bicker

b. Socialize

c. Debate

d. None of the above

29. Her reputation as a _____ often gets her into trouble.

a. Maverick

b. Conformist

c. Insider

d. None of the above

30. Don't worry it will _____ in a few minutes.

a. Degenerate

b. Dissipate

c. Scatter

d. None of the above

Answer Key

1. B

"Travel" is a verb meaning to go from one place to another. A "journey" is a noun that refers to the travel event. A "voyage" is a journey by sea.

2. A

"Lose" is a verb meaning to misplace something or to fail at a competition. "Loose" is an adjective meaning untied or able to move freely.

3. B

"Lessen" means to reduce in size or intensity. "Lesson" refers to a formal time period in which particular information is taught or learned.

4. A

Present progressive "building models" is correct in this sentence.

5. B

Cleverest is the proper form to express 'most clever.'

6. B

Past perfect continuous, has been living, is proper because the time element, since 1995, and he is still living there now.

7. A

In spite of the 's' ending, "politics" is a singular noun.

8. B

"Cowardly" is an adjective used to modify a person.

9. A

A Pronoun should conform to its antecedent in gender, number and person.

10. B

Words such as neither, each, many, either, every, everyone, everybody and any should take a singular pronoun. Here we are assuming the subject is male, and so use "his." The subject could be female, in which case we would use "her," however that is not one of the choices here.

11. A

Weather is the correct spelling.

12. B

Withdrawal is the correct spelling.

13. D

Yacht is the correct spelling.

14. C

Yield is the correct spelling.

15. A

Warrant is the correct spelling.

16. C

Thorough is the correct spelling.

17. B

Tomorrow is the correct spelling.

18. C

Unique is the correct spelling.

19. B

Usable is the correct spelling.

20. A

Usually is the correct spelling.

21. D

Femur NOUN the bone of the thigh or upper hind limb, articulating at the hip and the knee.

22. C

Metric System NOUN the decimal measuring system based on the meter, litre, and gram as units of length, capacity, and weight or mass.

23. D

Cousin NOUN a child of one's uncle or aunt.

24. D

Enthusiasm NOUN intense and eager enjoyment, interest, or approval.

25. C

Veterinarian NOUN a person qualified to treat diseased or injured animals.

26. A

Volatile Adjective ordinary, dull; everyday; unexceptional.

(2) a person walking along a road or in a developed area.

27. B

Petrified ADJECTIVE changed to stone

28. A

Bicker VERB to quarrel in a tiresome, insulting manner.

29. A

Maverick NOUN showing independence in thoughts or actions.

30. B

Dissipate VERB to disperse or scatter.

English Grammar and Punctuation

Tutorials

Capitalization

Although many of the rules for capitalization are pretty straight forward, there are several tricky points that are important to review.

Starting a Sentence

Everyone knows that you need to capitalize the first letter of the first word in a sentence, but is it really all that easy to figure out where one sentence starts and another stops? Take these three examples:

That was the moment it really sunk in: There would be no hockey this year.

It was April and that could mean only one thing: baseball.

We played for hours before heading home; everyone felt tired and happy.

In the first example, the first letter after the colon is capitalized, while in the second example it is not. That is because everything after the first example's colon is a complete sentence, while after example two's colon there is only one word. In example three you have what could be a complete sentence ("everyone felt tired and happy"), but which is not because it follows a semicolon, making it just another clause instead.

Within a sentence you can have an additional complete sentence if the sentence follows a colon. However, if what could be a complete sentence follows a semicolon, it is a clause, and is not capitalized.

Remember that the same rules apply for quotation marks that apply for colons: A complete sentence inside quotation marks is capitalized, but a single word or phrase is not.

Proper Nouns

The first letter of all proper nouns needs to be capitalized. There are many categories of proper noun. The most common proper nouns are specific names of people (such as Bill), places (such as Germany) or things (such as Honda Civic). However, there are several less obvious categories of words that should be capitalized as proper nouns.

Historical events such as World War II or the California Gold Rush need to be capitalized.

The names of celestial bodies such as Orion's Belt need to be capitalized.

The names of ethnicities such as African-American or Hispanic need to be capitalized.

Relationship words that replace a person's name such as Mom, Doctor and Mister need to be capitalized. However, this only happens when you use the word to replace the person's name. In the sentence, "My mom went to the store," you do not capitalize it, while in the sentence, "Hey Mom, did you get toothpaste at the store?" you do capitalize it.

Geographical locations are capitalized. This can get a little tricky because capitalized geographical locations and non-capitalized directions are easy to confuse. Saying, "We drove south for hours," is a direction, so the word "south" should not be capitalized. But when saying, "While in the United States, we drove to the South to look at Civil War battle fields," you do capitalize the word "South." The difference is that in the first sentence "south" is just the direction you drove. In the second sentence "the South" is a specific region of the United States that formed itself into the Confederacy during the US Civil War.

Proper Adjectives

Proper adjectives are the adjective forms of proper nouns. People from Germany are German; people from Canada are Canadian. German and Canadian are proper adjectives because they are forms of proper nouns that are used to describe other nouns.

Titles of Works

Titles of works are generally capitalized following a specific pattern. Capitalize all of the important words in a sentence. Do not capitalize unimportant words such as prepositions and articles.

For example: Alien Spaceship Spotted over Many of the World's Capitals

Notice that the prepositions "over" and "of," and the article "the" are the only non-capitalized words in the sentence.

Colons and Semicolons

Within a sentence there are several different types of punctuation marks that can denote a pause. Each of these punctuation marks has different rules when it comes to its structure and usage, so we will look at each one in turn.

Colons

The colon is used primarily to introduce information. It can start lists such as in the sentence, "There were several things Susan had to get at the store: bread, cereal, lettuce and tomatoes." Or a colon can be used to point out specific information, such as in the sentence, "It was only then that the group fully realized what had happened: The Martian invasion had begun."

Note that if the information after the colon is a complete sentence, you capitalize and punctuate it exactly like you would a sentence. If, however, it does not constitute a complete sentence, you don't have to capitalize anything. ("Peering out the window Meredith saw them: zombies.")

Semicolons

Semicolons can be thought of as super commas. They denote a stronger stop than a comma does, but they are still weaker than a period, not quite

capable of ending a sentence. Semicolons are primarily used to separate independent clauses that are not being separated by a coordinating conjunction. ("Chris went to the store; he bought chips and salsa.") Semicolons can only do this, however, when the ideas in each clause are related. For instance, the sentence, "It's raining outside; my sister went to the movies," is not a proper usage of the semicolon since those clauses have nothing to do with each other.

Semicolons can also be used in lists provided that one or more element in the list is itself made up of a smaller list. If you want to write a list of things you plan to bring to a picnic, and those things only include a Frisbee, a chair and some pasta salad, you would not need to use a semicolon. But if you also wanted to bring plastic knives, forks and spoons, you would need to write your sentence like this: "For our picnic I am bringing a Frisbee; a chair; plastic knives, forks and spoons; and some pasta salad."

Using semicolons like this preserves the smaller list that you have in your larger list.

Commas

Commas are probably the most commonly used punctuation mark in English. Commas can break the flow of writing to give it a more natural sounding style, and they are the main punctuation mark used to separate ideas. Commas also separate lists, introductory adverbs, introductory prepositional phrases, dates and addresses.

The most rigid way that commas are used is when separating clauses. There are two primary types of clauses in a

sentence, independent and subordinate (sometimes called dependent). Independent clauses are clauses that express a complete thought, such as, "Tim went to the store." Subordinate clauses, on the other hand, only express partial thoughts that expand on an independent clause, such as, "after the game ended," which you can see is clearly not a complete sentence. (You will learn more about clauses in different lessons.)

The rule for commas with clauses is that a comma must separate the clauses when a subordinate clause comes first in a sentence: "After the game ended, Tim went to the store." But there should not be a comma when a subordinate clause follows an independent clause: "Tim went to the store after the game ended." If you leave the comma out of the first example, you have a run-on sentence. If you add one into the second example, you have a comma-splice error. Also, when you have two independent clauses joined with a coordinating conjunction, you need to separate them with a comma. "Tim went to the store, and Beth went home."

There are some artistic exceptions to these rules, such as adding a pause for literary effect, but for the most part, they are set in stone.

Commas are also used to separate items in a list. This area of English is unfortunately less clear than it should be, with two separate rules depending on what standard you are following. To understand the two different rules, let's pretend you are having a party at your house, and you are making a list of refreshments your friends will want. You may decide to serve three things: 1) pizza 2) chips 3) drinks. There are two different rules governing how you should punctuate this. According to many grammar books, you would write this as, "At the store I will buy pizza, chips, and drinks."

This variation puts a comma after each item in the list. It is the version that the style books used in most college English and history courses will prefer, so it is probably the one you should follow. However, the Associated Press style guide, which is used in college journalism classes and at newspapers and magazines, says the sentence should be written like this: "At the store I will buy pizza, chips and drinks." Here you only use a comma between the first two words, letting the word "and" act as the separator between the last two.

Another important place to use commas is when you have a modifier that describes an element of a sentence, but that does not directly follow the thing it describes. Look at the sentence: "Tim went over to visit Beth, watching the full moon along the way." In this sentence there is no confusion about who is "watching the full moon"; it is Tim, probably as he walks to Beth's house. If you remove the comma, however, you get this: "Tim went over to visit Beth watching the full moon along the way." Now it sounds as though Beth is watching the full moon, and we are forced to wonder what "way" the moon is traveling along.

Commas are also used when adding introductory prepositional phrases and introductory adverbs to sentences. A comma is always needed following an introductory adverb. ("Quickly, Jody ran to the car.") Commas are even necessary when you have an adverb introducing a clause within a sentence, even if the clause not the first clause of the sentence. ("Amanda wanted to go to the movie; however, she knew her homework was more important.")

With introductory prepositional phrases you only add a comma if the phrase (or if a group of introductory phrases) is five or more words long. Thus, the sentence you just read did not have a comma following its introductory prepositional phrase ("With introductory prepositional phrases") because it was only four words. Compare that to this sentence with a five word introductory phrase: "After the ridiculously long class, the friends needed to relax."

The last way commas are used in sentences is to separate information that does not need to be there. For instance, "My cousin Hector, who wore a blue hat at the party, thought you were funny." The fact that Hector wore a blue hat is interesting, but it is not vital to the sentence; it could be removed and not changed the sentence's meaning. Therefore, it gets commas around it. Along these lines you should remember that any clause introduced by the word that is considered to provide essential information to the sentence and should not get commas around it. Conversely, any clause starting with the word which is considered nonessential and should not get commas around it.

Quotation Marks

Quotation marks are used in English in a variety of different ways. The most common use of quotation marks is to show quotations either, as dialogue or, when directly quoting a source in an essay or news article. Fortunately, both of these uses follow the same basic rules.

When you have a quote written as the second part of a sentence, you need to put a comma before the quotation marks and a period inside the quotation marks at the end. (Franklin said, "Let's go to the store.") Conversely, when you have quote as the first part of the sentence with information describing it second, a comma replaces the period at the end of the sentence inside the quotes. ("Let's go to the store," Franklin said.)

If the information in a quote is not a complete sentence you do not need to capitalize it or put commas around it, if it is not dialogue. (No one thought the idea of "going to the store" sounded very fun.)

Note that when the last word in a sentence has both a quotation mark and a period attached to it, the period is always inside the quotes. This is the case when you have a complete sentence inside a quote ("Let's go to the store."), and when the last word in a sentence just happens to have quote marks around it (Kerri said I was "mean.") You also need to do the same thing with commas. (Kerri said I was "mean," and it made me feel bad.) However, other punctuation marks such as colons, semicolons and dashes do not follow this rule and should come outside the quotes. (Kerri said I was "mean"; it made me feel bad.)

When you want to use a quote inside a quote, you use the standard double-quotation marks for the outer quote and single-quotation marks for the inner quote. ("The sign on the door said 'no soliciting,' so we went to the next house.")

Quotation marks are also used around certain types of titles. To figure out which ones, it helps to look at which titles are not put in quotes as well.

Titles are generally in two categories: large works and small works. Large works are things such as newspapers, magazines, CDs, books and television shows. The defining characteristic of a large work is that it is able to hold small works in it. Small works are the articles inside newspapers and magazines, the songs on a CD, the chapters in a book and the episodes of a television show. It is small works that get quotation marks around them. (Large works, meanwhile, are either underlined or italicized.)

Using quotation marks correctly in a title looks something like this: The two-page article entitled "San Francisco Giants Win World Series" appeared in yesterday's New York Times. The article title is in quotes, and the newspaper title is in italics.

Common English Usage Mistakes - A Quick Review

Like some parts of English grammar, usage is definitely going to be on the exam and there isn't any tricky strategies or shortcuts to help you get through this section.

Here is a quick review of common usage mistakes.

1. May and Might

'May' can act as a principal verb, which can express permission or possibility.

Examples:

Lets wait, the meeting may have started.

May I begin now?

'May' can act as an auxiliary verb, which an expresses a purpose or wish

Examples:

May you find favour in the sight of your employer.

May your wishes come true.

People go to school so that they may be educated.

The past tense of may is might.

Examples:

I asked if I might begin

'Might' can be used to signify a weak or slim possibility or polite suggestion.

Examples:

You might find him in his office, but I doubt it.

You might offer to help if you want to.

2. Lie and Lay

The verb lay should always take an object. The three forms of the verb lay are: laid, lay and laid.

The verb lie (recline) should not take any object. The three forms of the verb lie are: lay, lie and lain.

Examples:

Lay on the bed.

The tables were laid by the students.

Let the little kid lie.

The patient lay on the table.

The dog has lain there for 30 minutes.

Note: The verb lie can also mean "to tell a falsehood." This verb can appear in three forms: lied, lie, and lied. This is different from the verb lie (recline) mentioned above.

Examples:

The accused is fond of telling lies.

Did she lie?

3. Would and should

The past tense of shall is 'should', and so "should" generally follows the same principles as "shall."

The past tense of will is "would," and so "would" generally follows the same principles as "will."

The two verbs 'would and should' can be correctly used interchangeably to signify obligation. The two verbs also have some unique uses too. Should is

used in three persons to signify obligation.

Examples:

I should go after work.

People should do exercises everyday.

You should be generous.

"Would" is specially used in any of the three persons, to signify willingness, determination and habitual action.

Examples:

They would go for a test run every Saturday.

They would not ignore their duties.

She would try to be punctual.

4. Principle and Auxiliary Verbs

Two principal verbs can be used along with one auxiliary verb as long as the auxiliary verb form suits the two principal verbs.

Examples:

A number of people have been employed and some promoted.

A new tree has been planted and the old has been cut down.

Again note the difference in the verb form.

5. Can and Could

A. Can is used to express capacity or ability.

Examples:

I can complete the assignment today

He can meet up with his target.

B. Can is also used to express permission.

Examples:

Yes, you can begin

In the sentence below, "can" was used to mean the same thing as "may." However, the difference is that the word "can" is used for negative or interrogative sentences, while "may" is used in affirmative sentences to express possibility.

Examples:

They may be correct. Positive sentence - use may.

Can this statement be correct? A question using "can."

It cannot be correct. Negative sentence using "can."

The past tense of can is could. It can serve as a principal verb when it is used to express its own meaning.

Examples:

Despite the difficulty of the test, he could still perform well.

"Could" here is used to express ability.

6. Ought

The verb ought should normally be followed by the word to.

Examples:

I ought to close shop now.

The verb 'ought' can be used to express:

A. Desirability

You ought to wash your hands before eating. It is desirable to wash your hands.

B. Probability

She ought to be on her way back by now. She is probably on her way.

C. Moral obligation or duty

The government ought to protect the oppressed. It is the government's duty to protect the oppressed.

7. Raise and Rise

Rise

The verb rise means to go up, or to ascend.

The verb rise can appear in three forms, rose, rise, and risen. The verb should not take an object.

Examples:

The bird rose very slowly.

The trees rise above the house.

My aunt has risen in her career.

Raise

The verb raise means to increase, to lift up.

The verb raise can appear in three forms, raised, raise and raised.

Examples:

He raised his hand.

The workers requested a raise.

Do not raise that subject.

8. Past Tense and Past Participle

Pay attention to the proper use these verbs: sing, show, ring, awake, fly, flow, begin, hang and sink.

Mistakes usually occur when using the past participle and past tense of these verbs as they are often mixed up.

Each of these verbs can appear in three forms:

Sing, Sang, Sung.

Show, Showed, Showed/Shown.

Ring, Rang, Rung.

Awake, awoke, awaken

Fly, Flew, Flown.

Flow, Flowed, Flowed.

Begin, Began, Begun.

Hang, Hanged, Hanged (a criminal)

Hang, Hung, Hung (a picture)

Sink, Sank, Sunk.

Examples:

The stranger rang the door bell. (simple past tense)

I have rung the door bell already. (past participle - an action completed in the past)

The stone sank in the river. (simple past tense)

The stone had already sunk. (past participle - an action completed in the past)

The meeting began at 4:00.

The meeting has begun.

9. Shall and Will

When speaking informally, the two can be used interchangeably. In formal writing, they must be used correctly.

"Will" is used in the second or third person, while "shall" is used in the first person. Both verbs are used to express a time or even in the future.

Examples:

I shall, We shall (First Person)

You will (Second Person)

They will (Third Person)

This principle however reverses when the verbs are to be used to express threats, determination, command, willingness, promise or compulsion. In these instances, will is now used in first person and shall in the second and third person.

Examples:

I will be there next week, no matter what.

This is a promise, so the first person "I" takes "will."

You shall ensure that the work is completed.

This is a command, so the second person "you" takes "shall."

I will try to make payments as promised.

This is a promise, so the first person "I" takes "will."

They shall have arrived by the end of the day.

This is a determination, so the third person "they" takes shall.

Note

A. The two verbs, shall and will, should not occur twice in the same sentence when the same future is being referred to

Example:

I shall arrive early if my driver is here on time.

B. Will should not be used in the first person when questions are being asked

Examples:

Shall I go?

Shall we go?

Subject Verb Agreement

Verbs in any sentence must agree with the subject of the sentence both in person and number. Problems usually occur when the verb doesn't correspond with the right subject or the verb fails to match the noun close to it.

Unfortunately, there is no easy way around these principals - no tricky strategy or easy rule. You just have to memorize them.

Here is a quick review:

The verb to be, present (past)

-

Person	Singular	Plural
First	I am (was)	we are (were)
Second	you are (were)	you are (were)
Third	he, she, it is (was)	they are (were)

-

The verb to have, present (past)

-

Person	Singular	Plural
First	I have (had)	we have (had)
Second	you have (had)	you have (had)
Third	he, she, it has (had)	they have (had)

-

Regular verbs, e.g. to walk, present (past)

-

Person	Singular	Plural
First	I walk (walked)	we walk (walked)
Second	you walk (walked)	you walk (walked)
Third	he, she, it walks (walked)	they work (walked)

■

1. Every and Each

When nouns are qualified by "every" or "each," they take a singular verb even if they are joined by 'and'

Examples:

Each mother and daughter was a given separate test.

Every teacher and student was properly welcomed.

2. Plural Nouns

Nouns like measles, tongs, trousers, riches, scissors etc. are all plural.

Examples:

The trousers are dirty.

My scissors have gone missing.

The tongs are on the table.

3. With and As Well

Two subjects linked by "with" or "as well" should have a verb that matches the first subject.

Examples:

The pencil, with the papers and equipment, is on the desk.

David as well as Louis is coming.

4. Plural Nouns

The following nouns take a singular verb:

politics, mathematics, innings, news, advice, summons, furniture, information, poetry, machinery, vacation, scenery

Examples:

The machinery is difficult to assemble

The furniture has been delivered

The scenery was beautiful

5. Single Entities

A proper noun in plural form that refers to a single entity requires a singular verb. This is a complicated way of saying; some things appear to be plural, but are really singular, or some nouns refer to a collection of things but the collection is really singular.

Examples:

The United Nations Organization is the decision maker in the matter.

Here the "United Nations Organization" is really only one "thing" or noun, but is made up of many "nations."

The book, "The Seven Virgins" was not available in the library.

Here there is only one book, although the title of the book is plural.

6. Specific Amounts are always singular

A plural noun that refers to a specific amount or quantity that is considered as a whole (dozen, hundred, score etc) requires a singular verb.

Examples:

60 minutes is quite a long time.

Here "60 minutes" is considered a whole, and therefore one item (singular noun).

The first million is the most difficult.

7. Either, Neither and Each are always

singular

The verb is always singular when used with: either, each, neither, everyone and many.

Examples:

Either of the boys is lying.

Each of the employees has been well compensated

Many a police officer has been found to be courageous

Every one of the teachers is responsible

8. Linking with Either, Or, and Neither match the second subject

Two subjects linked by "either," "or,""nor" or "neither" should have a verb that matches the second subject.

Examples:

Neither David nor Paul will be coming.

Either Mary or Tina is paying.

Note

If one subject linked by "either," "or,""nor" or "neither" is in plural form, then the verb should also be in plural, and the verb should be close to the plural subject.

Examples:

Neither the mother nor her kids have eaten.

Either Mary or her friends are paying.

9. Collective Nouns are Plural

Some collective nouns such as poultry, gentry, cattle, vermin etc. are considered plural and require a plural verb.

Examples:

The poultry are sick.

The cattle are well fed.

Note

Collective nouns involving people can work with both plural and singular verbs.

Examples:

Nigerians are known to be hard working

Europeans live in Africa

10. Nouns that are Singular and Plural

Nouns like deer, sheep, swine, salmon etc. can be singular or plural and require the same verb form.

Examples:

The swine is feeding. (singular)

The swine are feeding. (plural)

The salmon is on the table. (singular)

The salmon are running upstream. (plural)

11. Collective Nouns are Singular

Collective nouns such as Army, Jury, Assembly, Committee, Team etc should carry a singular verb when they subscribe to one idea. If the ideas or views are more than one, then the verb should be plural.

Examples:

The committee is in agreement in their decision.

The committee were in disagreement in their decision.

The jury has agreed on a verdict.

The jury were unable to agree on a verdict.

12. Subjects links by "and" are plural.

Two subjects linked by "and" always require a plural verb

Examples:

David and John are students.

Note

If the subjects linked by "and" are used as one phrase, or constitute one idea, then the verb must be singular

The color of his socks and shoe is black.

Here "socks and shoe" are two nouns, however the subject is "color" which is singular.

Mathematics

This section contains a self-assessment and math tutorials. The tutorials are designed to familiarize general principles and the self-assessment contains general questions similar to the math questions likely to be on the exam, but are not intended to be identical to the exam questions. The tutorials are not designed to be a complete math course, and it is assumed that students have some familiarity with math. If you do not understand parts of the tutorial, or find the tutorial difficult, it is recommended that you seek out additional instruction.

Tour of the RCMP Mathematics

Content

Below is a detailed list of the mathematics topics likely to appear on the exam. Make sure that you understand these topics at the very minimum.

Convert decimals, percent, roman numerals and fractions

Solve word problems

Calculate percent and ratio

Operations using fractions, percent and fractions

Analyze and interpret tables, graphs and charts

Understand and solve simple algebra problems

Simple Geometry

The questions in the self-assessment are not the same as you will find on the exam - that would be too easy! And nobody knows what the questions will be and they change all the time. Mostly, the changes consist of substituting new questions for old, but the changes also can be new question formats or styles, changes to the number of questions in each section, changes to the time limits for each section, and combining sections. So, while the format and exact wording of the questions may differ slightly, and changes from year to year, if you can answer the questions below, you will have no problem with the mathematics section .

Mathematics Self-Assessment

The purpose of the self-assessment is:

Identify your strengths and weaknesses.

Develop your personalized study plan (above)

Get accustomed to the format

Extra practice – the self-assessments are almost a full 3rd practice test!

Provide a baseline score for preparing your study schedule.

Since this is a Self-assessment, and depending on how confident you are with Math, timing yourself is optional. This self-assessment has 15 questions, so allow about 15 minutes to complete.

Once complete, use the table below to assess your understanding of the content, and prepare your study schedule described in chapter 1.

80% - 100%	Excellent – you have mastered the content
60 – 79%	Good. You have a working knowledge. Even though you can jus
40% - 59%	Below Average. You do not understand the content. Review the
Less than 40%	Poor. You have a very limited understanding. Please review the

Math Self-Assessment Answer Sheet

	A	B	C	D
1	○	○	○	○
2	○	○	○	○
3	○	○	○	○
4	○	○	○	○
5	○	○	○	○
6	○	○	○	○
7	○	○	○	○
8	○	○	○	○
9	○	○	○	○
10	○	○	○	○
11	○	○	○	○
12	○	○	○	○
13	○	○	○	○
14	○	○	○	○
15	○	○	○	○

Math Self-Assessment

1. A motorcycle is traveling at 100 km/hr. How far will it travel in 2 minutes?

a. 1.6

b. 3.3

c. 1

d. 12.5

2. Bill invests $4,000 at 8% compounded yearly. How much will he have in 2 years?

a. $4320.00

b. $4665.60

c. $4640.00

d. $4800.00

3. A waitress serves 10 tables one evening on her shift from 6 - 12:00 PM. She makes $10.50 per hour plus tips. Her total bills come to $240.60 with an average tip of 12%. How much did she make?

a. $28.87

b. $63.00

c. $91.87

d. $81.87

4. 15 is what percent of 200?

a. 7.5%

b. 15%

c. 20%

d. 17.50%

5. A boy has 5 red balls, 3 white balls and 2 yellow balls. What percent of the balls are yellow?

a. 2%

b. 8%

c. 20%

d. 12%

6. Add 10% of 300 to 50% of 20

a. 50%

b. 40%

c. 60%

d. 45%

7. Convert 75% to a fraction.

a. 2/100

b. 75/100

c. 3/4

d. 4/7

8. Convert 90% to a fraction

a. 1/10

b. 9/9

c. 10/100

d. 9/10

9. A man buys an item for $420 and has a balance of $3000.00. How much did he have before?

a. $2,580

b. $3,420

c. $2,420

d. $342

10. Divide 9.60 by 3.2

a. 2.50

b. 3

c. 2.3

d. 6.4

11. If X = 7 solve 3x + 5 − 2x

a. x = 6

b. x = 12

c. x = 1

d. x = 0

12. Solve √121

a. 11

b. 23

c. 12

d. 9

13. Solve $3x - 27 = 0$

a. x = 24

b. x = 30

c. x = 9

d. x = 21

14. Solve the following equation

$4(y + 6) = 3y + 30$

a. y = 6

b. y = 20

c. y = 30/7

d. y = 30

15. Solve √144

a. 14

b. 72

c. 24

d. 12

Answer Key

1. B

First calculate the distance traveled in 1 minute.

100 km/hr. = 100/60 = 1.666 km/minute.

So, in 2 minutes the motorcycle will travel 3.33 kilometers.

2. B

For the first year, $4,000 invested at 8% will be 4000 X .08 = 320. The interest is compounded yearly, so to calculate the second years interest, 4320 X .08 = 345.60.

The total will then be 4320 + 345.60 = $4665.60

3. C

First calculate her hourly wage. 6 hours X 10.50/hour = $63. Next calculate tips. $240.60 X .12 = $28.87. So her total earnings will be 63 + 28.87 = 91.87

4. A

15% = 15/100 X 200 = 7.5%

5. C

Total no. of balls = 10, no. of yellow balls = 2. 2/10 X 100 = 20%

6. B

10% of 300 = 30 and 50% of 20 = 10 so 30 + 10 = 40.

7. C

75%= 75/100 = 3/4

8. D

90% = 90/100 = 9/10

9. B

(Amount Spent) $420 + $3000 (Balance) = $3,420

10. B

9.60/3.2 = 3

11. B

X = 7, so 3x = 3 x 7 = 21, 2x = 2 x 7 = 14, so 21 + 5 - 14 = 26 - 14 = 12

12. A

√121 = 11

13. C

3x = 27, x = 27/3, x = 9

14. A

4y + 24 = 3y + 30, = 4y – 3y + 24 = 30, = y + 24 = 30, = y = 30 – 24, = y = 6

15. D

√144 = 12.

Fraction Tips, Tricks and Shortcuts

When you are writing an exam, time is precious, so anything you can do to answer questions faster is a real advantage.

Here are some ideas, shortcuts, tips and tricks that can speed up answering fraction problems.

Remember that a fraction is just a number which names a portion of something. For instance, instead of having a whole pie, a fraction says you have a part of a pie--such as a half of one or a fourth of one.

Two numbers make up a fraction. The number on top is the numerator. The number on the bottom is the denominator.

To remember which is which, just remember that "denominator" and "down" both start with a "d." And the "downstairs" number is the denominator. So for instance, in ½, the numerator is 1, and the denominator (or "downstairs") number is 2.

Adding Fractions

It's easy to add two fractions if they have the same denominator. Just add the digits on top and leave the bottom one the same: 1/10 + 6/10 = 7/10.

It's the same with subtracting fractions with the same denominator: 7/10 - 6/10 = 1/10.

Adding and subtracting fractions with different denominators is a little more complicated.

First, you have to arrange the fractions so they have the same denominators.

The easiest way to do this is to multiply the denominators: For 2/5 + 1/2 multiply 5 by 2. Now you have a denominator of 10.

But now you have to change the top numbers too. Since you multiplied the 5 in 2/5 by 2, you also multiply the 2 by 2, to get 4. So the first fraction is now 4/10.

In the second fraction, you multiplied the denominator by 5, you have to multiply the numerator by 5 also, to get 5/10.

Now you have 4/10 + 5/10 and you can add 5 and 4 to get 9/10.

Simplest Form

To reduce a fraction to its simplest form, you have to arrange the numerator and denominator so the only common factor is 1.

Think of it this way:

Let's take an example: The fraction 2/10.

This is not reduced to its simplest terms because there is a number that will divide evenly into both: 2. We want to make it so that the only number that will divide evenly into both is 1.

Divide the top and bottom by 2 to get the new, reduced fraction - 1/5.

Multiplying Fractions

This is the easiest of all: Just multiply the two top numbers and then multiply the two bottom numbers.

Here is an example,

2/5 X 2/3

First, multiply the numerators: 2 X 2 = 4

then multiply the denominators: 5 X 3 = 15

Your answer is 4/15.

Dividing Fractions

Dividing fractions is easy if you remember a simple trick - first turn the second fraction upside down - then multiply!

Here is an example:

7/8 X 1/2

Turn the second fraction upside down:

7/8 X 2/1

then multiply:

(7 X 2) / (8 X 1) = 14/8

Converting Fractions to Decimals

There are a couple of ways to convert fractions to decimals. The first, which is the fastest -- is to memorize some basic fraction facts.

1/100 is "one hundredth," expressed as a decimal, it's .01.

1/50 is "two hundredths," expressed as a decimal, it's .02.

1/25 is "one twenty-fifth" or "four hundredths," expressed as a decimal, it's .04.

1/20 is "one twentieth" or ""five hundredths," expressed as a decimal, it's .05.

1/10 is "one tenth," expressed as a decimal, it's .1.

1/8 is "one eighth," or "one hundred twenty-five thousandths," expressed as a decimal, it's .125.

1/5 is "one fifth," or "two tenths," expressed as a decimal, it's .2.

1/4 is "one fourth" or "twenty-five hundredths," expressed as a decimal, it's .25.

1/3 is "one third" or "thirty-three hundredths," expressed as a decimal, it's .33.

1/2 is "one half" or "five tenths," expressed as a decimal, it's .5.

3/4 is "three fourths," or "seventy-five hundredths," expressed as a decimal, it's .75.

Of course, if you're no good at memorization, another good technique for converting a fraction to a decimal is to manipulate it so that the fraction's denominator is 10, 100, 1000, or some other power of 10.

Here's an example: We'll start with three quarters. What is the first number in the 4 "times table" that you can multiply and get a multiple of 10? Can you multiply 4 by something to get 10? No. Can you multiply it by something to get 100? Yes! 4 X 25 is 100.

So multiply the numerator by 25, which is 75 over 100

We know fractions are really a division problem, and we also know that dividing by 100, means we move the decimal 2 places to the left.

So, 75 over 100 = .75

Lets try another example - Convert one fifth to a decimal.

First find a power of 10 that 5 goes into evenly, which is 2.

Multiply the numerator and denominator by 2, which is

two tenths.

Dividing 2 by 10 means we move the decimal place 1 place to the left.

So one fifth = zero point two

Converting Fractions to Percent

Here is a quick method to convert fraction to percent and a strategy for answering on a multiple choice test that will save you valuable exam time.

First, remember that a fraction is a division problem: you're dividing the bottom

number into the top.

Taking an example, convert 2/3 into percent.

The first method is to multiple the numerator by 100 and divide. So,

(2 X 100) / 2 = 100/3 = 66.66

Add a % sign and you have the answer, 66.66%

If you're doing these conversions on a multiple-choice test, here's an idea that might be even easier and faster. Let's say you have a fraction of 1/8 and you're asked to convert to percent.

Since we know that "percent" means hundredths, ask yourself what number we can multiply 8 by to get 100. Since there is no number, ask what number gets us close to 100.

That number is 12: 8 X 12 = 96. So it gets us a little less than 100. Now, whatever you do to the denominator, you have to do to the numerator. Let's multiply 1 X 12 and we get 12. However, since 96 is a little less than 100, we know that our answer will be a little MORE than 12%.

Look at the choices and eliminate the obvious wrong choices. So if your possible answers on the multiple-choice test are these:

a) 8.5% b) 19% c)12.5% d) 25%

then we know the answer is c) 12.5%, because it's a little MORE than the 12 we got in our math problem above.

Here all the choices except choice C 12.5% can be eliminated.

You don't have to know the exact correct answer, just enough to estimate, then eliminate the obviously wrong answers.

This was an easy example to demonstrate the strategy, but don't be fooled!

You probably won't get such an easy question on your exam. By estimating your answer quickly, then eliminating obviously incorrect choices immediately, you save precious exam time.

Decimal Tips, Tricks and Shortcuts

Converting Decimals to Fractions

Converting decimals to fractions is easy if you say it the right way! If you say "point one" or "point 25", you'll have trouble.

But if you say, "one tenth" and "twenty-five hundredths," then you have already solved it! That's because, if you know your fractions, you know that "one tenth" looks like this: 1/10. And "twenty-five hundredths" looks like this: 25/100.

Even if you have digits before the decimal, such as 3.4, learning how to say the word will help you with the conversion into a fraction. It's not "three point four," it's "three and four tenths." Knowing this, you know that the fraction which looks like "three and four tenths" is 3 4/10.

The conversion is not complete until you reduce the fraction to its lowest terms: It's not 25/100, but 1/4.

Converting Decimals to Percent

Changing a decimal to a percent is easy if you remember one thing: multiply by 100.

For example, if you start with .45, simply multiply it by 100 for 45. Then add the % sign to the end - 45%.

Think of it this way: take out the decimal point, add a percent sign on the opposite side. In other words, the decimal on the left is replaced by the % on the right.

It doesn't work quite that easily if the decimal is in the middle of the

number. For example, 3.7. Here, take out the decimal in the middle and replace it with a 0 % at the end. So 3.7 converted to decimal is 370%.

Percent Tips, Tricks and Shortcuts

Percent problems are not nearly as scary as they appear, if you remember this neat trick:

Draw a cross as in:

Portion	Percent
Whole	100

In the upper left, write PORTION. In the bottom left write WHOLE. In the top right, write PERCENT and in the bottom right, write 100. Whatever your problem is, you will leave blank the unknown, and fill in the other four parts. For example, let's suppose your problem is: Find 10% of 50. Since we know the 10% part, we put 10 in the percent corner. Since the whole number in our problem is 50, we put that in the corner marked whole. You always put 100 underneath the percent, so we leave it as is, which leaves only the top left corner blank. This is where we'll put our answer. Now simply multiply the two corner numbers that are NOT 100. In this case, it's 10 X 50. That gives us 500. Now divide this by the remaining corner, or 100, to get a final answer of 5. 5 is the number that goes in the upper-left corner, and is your final solution.

Another hint to remember: Percents are the same thing as hundredths in decimals. So .45 is the same as 45 hundredths or 45 percent.

Converting Percents to Decimals

Percents are just a type of decimal, so it should be no surprise that converting between the two is actually fairly simple. Here are a few tricks and shortcuts to keep in mind:

Remember that percent literally means "per 100" or "for every 100." So when you speak of 30% you're saying 30 for every 100 or the fraction 30/100. In basic math, you learned that fractions that have 10 or 100 as the denominator can easily be turned to a decimal. 30/100 is thirty hundredths, or expressed as a decimal, .30.

Another way to look at it: To convert a percent to a decimal, simply divide the number by 100. So for instance, if the percent is 47%, divide 47 by 100. The result will be .47. Get rid of the % mark and you're done.

Remember that the easiest way of dividing by 100 is by moving your decimal two spots to the left.

Converting Percents to Fractions

Converting percents to fractions is easy. After all, a percent is just a type of fraction; it tells you what part of 100 that you're talking about. Here are some simple ideas for making the conversion from a percent to a fraction:

If the percent is a whole number -- say 34% -- then simply write a fraction with 100 as the denominator (the bottom number). Then put the percentage itself on top. So 34% becomes 34/100.

Now reduce as you would reduce any percent. Here, by dividing 2 into 34 and 2 into 100, you get 17/50.

If your percent is not a whole number -- say 3.4% --then convert it to a decimal expressed as hundredths. 3.4 is the same as 3.40 (or 3 and forty hundredths). Now ask yourself how you would express "three and forty hundredths" as a fraction. It would, of course, be 3 40/100. Reduce this and it becomes 3 2/5.

Exponents: Tips, Shortcuts & Tricks

Exponents are just shorthand for saying that you're multiplying a number by itself two or more times.

For instance, instead of saying 5 x 5 x 5, you can show that you're multiplying 5 by itself 3 times if you just write 5^3 .

We usually say this as "five to the third power" or "five to the power of three." In this example, the raised 3 is an "exponent," and the 5 is the "base."

You can even use exponents with fractions. For instance, $1/2^3$ means you're multiplying 1/2 x 1/2 x 1/2. (The answer is 1/8).

Multiplying Exponents

For exponents with the same base, for instance 5^3 X 5^2 , add the exponents and multiply the bases. The answer, then, is 25^5.

If the bases are different, for example, in 5^3 X 3^2, you have to do the math the long way to figure it out.

5 x 5 x 5 = 125, and 3 X 3 = 9.

125 X 9 = 1125

Dividing Exponents

For exponents with the same base, subtract the exponents. In the problem above, 5^3 X 5^2 , 3 - 2 = 1. 5 to the power of 1 is 5.

Here are some Quick things to remember

Any number to the power of 1 is that number.

Any number raised to the power of 0 is 1.

■

Number (x)	X²	X³
1	1	1
2	4	8
3	9	27
4	16	64
5	25	125
6	36	216
7	49	343
8	64	512
9	81	729
10	100	1000

How to Answer Basic Math Multiple Choice

The time allowed on the math portion of a standardized test is typically so short that there's no room for error. You have to be fast and accurate.

Math strategy is very helpful, but nothing beats knowing your stuff! Make sure that you have learned all the important formulas that will be used.

If you don't know the formulas, strategy won't help you.

How to Answer Basic Math Questions - the Basics

First, read the problem, but not the answers.

Work through the problem first and come up with your own answers. Hopefully, you should find your answer among the choices.

If no answer matches the one you got, re-check your math, but this time, use a different method. In math, there are different ways to solve a problem.

Math Multiple Choice Strategy

The two strategies for working with basic math multiple choice are Estimation and Elimination.

Estimation is just as it sounds - try to estimate an approximate answer first. Then look at the choices.

Elimination is probably the most powerful strategy for answering multiple

choice.

Eliminate obviously incorrect answers and narrowing the possible choices.

Here are a few basic math examples of how this works.

Solve 2/3 + 5/12

a. 9/17

b. 3/11

c. 7/12

d. 1 1/12

First estimate the answer. 2/3 is more than half and 5/12 is about half, so the answer is going to be very close to 1.

Next, Eliminate. Choice A is about 1/2 and can be eliminated, choice B is very small, less than 1/2 and can be eliminated. Choice C is close to 1/2 and can be eliminated. Leaving only choice D, which is just over 1.

Work through the solution, find a common denominator and add. The correct answer is 1 1/12, so Choice D is correct.

Let's look at another example:

Solve 4/5 – 2/3

a. 2/2

b. 2/13

c. 1

d. 2/15

First, quickly estimate the answer. 4/5 is very close to 1, and 2/3 more than half, so the answer is going to be less than 1/2.

Choice A can be eliminated right away, because it is 1. Choice C can be eliminated for the same reason.

Next, look at the denominators. Since 5 and 3 don't go into 13, choice B can be eliminated as well.

That leaves choice D. Checking the answer, the common denominator will be 15. So the answer is 2/15 and choice D is correct.

Fractions shortcut - Cancelling out.

In any operation with fractions, if the numerator of one fractions has a common multiple with the denominator of the other, you can cancel out. This saves time, and simplifies the problem quickly, making it easier to manage.

Solve 2/15 ÷ 4/5

a. 6/65

b. 6/75

c. 5/12

d. 1/6

To divide fractions, we multiply the first fraction with the inverse of the second fraction. Therefore we have

2/15 x 5/4. The numerator of the first fraction, 2, shares a multiple with the denominator of the second fraction, 4, which is 2. These cancel out, which gives, 1/3 x 1/2 = 1/6

Cancelling Out solved the questions very quickly, but we can still use multiple choice strategies to answer.

Choice B can be eliminated because 75 is too large a denominator. Choice C can be eliminated because 5 and 15 don't go into 12.

Choice D is correct.

Decimal Multiple Choice Strategy and Shortcuts.

Multiplying decimals gives a very quick way to estimate and eliminate choices. Anytime that you multiply decimals, it is going to give a answer with the same number of decimal places as the combined operands.

So for example,

2.38 X 1.2 will produce a number with three places of decimal, which is 2.856.

Here are a few examples with step-by-step explanation:

Solve 2.06 x 1.2

a. 24.82

b. 2.482

c. 24.72

d. 2.472

This is a simple question, but even before you start calculating, you can eliminate several choices. When multiplying decimals, there will always be as many numbers behind the decimal place in the answer as the sum of the ones in the initial problem, so choices A and C can be eliminate.

The correct answer is D: 2.06 x 1.2 = 2.472

Solve 20.0 ÷ 2.5

a. 12.05

b. 9.25

c. 8.3

d. 8

First estimate the answer to be around 10, and eliminate choice A. And since it'd also be an even number, you can eliminate Choices B and C, leaving only choice D.

The correct answer is D: 20.0 ÷ 2.5 = 8

Types of Word Problems

Word problems can be classified into 12 types. Below are examples of each type with a complete solution. Some types of word problems can be solved quickly using multiple choice strategies and some cannot. Always look for ways to estimate the answer and then eliminate choices.

1. Age

A girl is 10 years older than her brother. By next year, she will be twice the age of her brother. What are their ages now?

a. 25, 15

b. 19, 9

c. 21, 11

d. 29, 19

Solution: B

We will assume that the girl's age is "a" and her brother's is "b." This means that based on the information in the first sentence,

a = 10 + b

Next year, she will be twice her brother's age, which gives

a + 1 = 2(b + 1)

We need to solve for one unknown factor and then use the answer to solve for the other. To do this we substitute the value of "a" from the first equation into the second equation. This gives

10 + b + 1 = 2b + 2

11 + b = 2b + 2

11 – 2 = 2b – b

b = 9

9 = b this means that her brother is 9 years old. Solving for the girl's age in the first equation gives a = 10 + 9. a = 19 the girl is aged 19. So, the girl is aged 19 and the boy is 9

2. Distance or speed

Two boats travel down a river towards the same destination, starting at the same time. One boat is traveling at 52 km/hr, and the other boat at 43 km/hr. How far apart will they be after 40 minutes?

a. 46.67 km

b. 19.23 km

c. 6 km

d. 14.39 km

Solution: C

After 40 minutes, the first boat will have traveled = 52 km/hr x 40 minutes/60 minutes = 34.66 km

After 40 minutes, the second boat will have traveled = 43 km/hr x 40/60 minutes = 28.66 km

Difference between the two boats will be 34.66 km – 28.66 km = 6 km.

Multiple Choice Strategy

First estimate the answer. The first boat is traveling 9 km. faster than the second, for 40 minutes, which is 2/3 of an hour. 2/3 of 9 = 6, as a rough guess of the distance apart.

Choices A, B and D can be eliminated right away.

3. Ratio

The instructions in a cookbook states that 700 grams of flour must be mixed

in 100 ml of water, and 0.90 grams of salt added. A cook however has just 325 grams of flour. What is the quantity of water and salt that he should use?

a. 0.41 grams and 46.4 ml

b. 0.45 grams and 49.3 ml

c. 0.39 grams and 39.8 ml

d. 0.25 grams and 40.1 ml

Solution: A

The Cookbook states 700 grams of flour, but the cook only has 325. The first step is to determine the percentage of flour he has 325/700 x 100 = 46.4%

That means that 46.4% of all other items must also be used.

46.4% of 100 = 46.4 ml of water

46.4% of 0.90 = 0.41 grams of salt.

Multiple Choice Strategy

The recipe calls for 700 grams of flour but the cook only has 325, which is just less than half, the quantity of water and salt are going to be about half.

Choices C and D can be eliminated right away. Choice B is very close so be

careful. Looking closely at Choice B, it is exactly half, and since 325 is slightly less than half of 700, it can't be correct.

Choice A is correct.

4. Percent

An agent received $6,685 as his commission for selling a property. If his commission was 13% of the selling price, how much was the property?

a. $68,825

b. $121,850

c. $49,025

d. $51,423

Solution: D

Let's assume that the property price is x

That means from the information given, 13% of x = 6,685

Solve for x,

x = 6685 x 100/13 = $51,423

Multiple Choice Strategy

The commission,13%, is just over 10%, which is easier to work with. Round up $6685 to $6700, and multiple by 10 for an approximate answer. 10 X 6700 = $67,000. You can do this in your head. Choice B is much too big and can be eliminated. Choice C is too small and can be eliminated. Choices A and D are left and good possibilities.

Do the calculations to make the final choice.

5. Sales & Profit

A store owner buys merchandise for $21,045. He transports them for $3,905 and pays his staff $1,450 to stock the merchandise on his shelves. If he does not incur further costs, how much does he need to sell the items to make $5,000 profit?

a. $32,500

b. $29,350

c. $32,400

d. $31,400

Solution: D

Total cost of the items is $21,045 + $3,905 + $1,450 = $26,400

Total cost is now $26,400 + $5000 profit = $31,400

Multiple Choice Strategy

Round off and add the numbers up in your head quickly.

21,000 + 4,000 + 1500 = 26500. Add in 5000 profit for a total of 31500.

Choice B is too small and can be eliminated. Choice C and Choice A are too large and can be eliminated.

6. Tax/Income

A woman earns $42,000 per month and pays 5% tax on her monthly income. If the Government increases her monthly taxes by $1,500, what is her income after tax?

a. $38,400

b. $36,050

c. $40,500

d. $39, 500

Solution: A

Initial tax on income was 5/100 x 42,000 = $2,100

$1,500 was added to the tax to give $2,100 + 1,500 = $3,600

Income after tax left is $42,000 - $3,600 = $38,400

7. Interest

A man invests $3000 in a 2-year term deposit that pays 3% interest per year. How much will he have at the end of the 2-year term?

a. $5,200

b. $3,020

c. $3,182.7

d. $3,000

Solution: C

This is a compound interest problem. The funds are invested for 2 years and interest is paid yearly, so in the second year, he will earn interest on the interest paid in the first year.

3% interest in the first year = 3/100 x 3,000 = $90

At end of first year, total amount = 3,000 + 90 = $3,090

Second year = 3/100 x 3,090 = 92.7.

At end of second year, total amount = $3090 + $92.7 = $3,182.7

8. Averaging

The average weight of 10 books is 54 grams. 2 more books were added and the average weight became 55.4. If one of the 2 new books added weighed 62.8 g, what is the weight of the other?

a. 44.7 g

b. 67.4 g

c. 62 g

d. 52 g

Solution: C

Total weight of 10 books with average 54 grams will be = 10 × 54 = 540 g

Total weight of 12 books with average 55.4 will be = 55.4 × 12 = 664.8 g

So total weight of the remaining 2 will be= 664.8 – 540 = 124.8 g

If one weighs 62.8, the weight of the other will be= 124.8 g – 62.8 g = 62 g

Multiple Choice Strategy

Averaging problems can be estimated by looking at which direction the average goes. If additional items are added and the average goes up, the new items much be greater than the average. If the average goes down after new items are added, the new items must be less than the average.

Here, the average is 54 grams and 2 books are added which increases the average to 55.4, so the new books must weight more than 54 grams.

Choices A and D can be eliminated right away.

9. Probability

A bag contains 15 marbles of various colors. If 3 marbles are white, 5 are red and the rest are black, what is the probability of randomly picking out a black marble from the bag?

a. 7/15

b. 3/15

c. 1/5

d. 4/15

Solution: A

Total marbles = 15

Number of black marbles = 15 – (3 + 5) = 7

Probability of picking out a black marble = 7/15

10. Two Variables

A company paid a total of $2850 to book for 6 single rooms and 4 double rooms in a hotel for one night. Another company paid $3185 to book for 13 single rooms for one night in the same hotel. What is the cost for single and double rooms in that hotel?

a. single= $250 and double = $345

b. single= $254 and double = $350

c. single = $245 and double = $305

d. single = $245 and double = $345

Solution: D

We can determine the price of single rooms from the information given of the second company. 13 single rooms = 3185.

One single room = 3185 / 13 = 245

The first company paid for 6 single rooms at $245. 245 x 6 = $1470

Total amount paid for 4 double rooms by first company = $2850 - $1470 = $1380

Cost per double room = 1380 / 4 = $345

11. Geometry

The length of a rectangle is 5 in. more than its width. The perimeter of the rectangle is 26 in. What is the width and length of the rectangle?

a. width = 6 inches, Length = 9 inches

b. width = 4 inches, Length = 9 inches

c. width =4 inches, Length = 5 inches

d. width = 6 inches, Length = 11 inches

Solution: B

Formula for perimeter of a rectangle is 2(L + W)

p=26, so 2(L + W) = p

The length is 5 inches more than the width, so

2(w + 5) + 2w = 26

2w + 10 + 2w = 26

2w + 2w = 26 - 10

4w = 16

W = 16/4 = 4 inches

L is 5 inches more than w, so L = 5 + 4 = 9 inches.

12. Totals and Fractions

A basket contains 125 oranges, mangoes and apples. If 3/5 of the fruits in the basket are mangoes and only 2/5 of the mangoes are ripe, how many ripe mangoes are there in the basket?

a. 30

b. 68

c. 55

d. 47

Solution: A

Number of mangoes in the basket is 3/5 x 125 = 75

Number of ripe mangoes = 2/5 x 75 = 30

Logic

This section contains a self-assessment and logic tutorial. The tutorials are designed to familiarize general principles and the self-assessment contains general questions similar to the logic questions likely to be on the RCMP Entrance Test, but are not intended to be identical to the exam questions. The tutorials are not designed to be a complete reading course, and it is assumed that students have some familiarity with logic questions. If you do not understand parts of the tutorial, or find the tutorial difficult, it is recommended that you seek out additional instruction.

Tour of the RCMP Test Logic

The RCMP logic section has 20 questions. Below is a detailed list of the types of reading questions that generally appear on the RCMP test.

Ordering information in a logical sequence

Map reading

Solving problems

Identifying patterns in data

The questions below are not the same as you will find on the RCMP test-that would be too easy! And nobody knows what the questions will be and they change all the time. Mostly the changes consist of substituting new questions for old, but the changes can be new question formats or styles, changes to the number of questions in each section, changes to the time limits for each section and combining sections. Below are general logic questions that cover the same areas and are intended for skill practice. While the format and exact wording of the questions may differ slightly, and change from year to year, if you can answer the questions below, you will have no problem with the logic section of the RCMP test.

Logic Self-Assessment

The purpose of the self-assessment is:

Identify your strengths and weaknesses.

Develop your personalized study plan (above)

Get accustomed to the RCMP Entrance test format

Extra practice – the self-assessments are almost a full 3rd practice test!

Provide a baseline score for preparing your study schedule.

Since this is a Self-assessment, and depending on how confident you are with logic and problem solving, timing is optional. The RCMP has 20 logic questions. The self-assessment has 10 questions, so allow about 10 minutes to complete.

Once complete, use the table below to assess your understanding of the

content, and prepare your study schedule described in chapter 1.

80% - 100%	Excellent – you have mastered the content
60 – 79%	Good. You have a working knowledge. Even though you can jus
40% - 59%	Below Average. You do not understand verbal skills problems. F
Less than 40%	Poor. You have a very limited understanding of verbal skills pro

Logic Answer Sheet

	A	B	C	D
1	◯	◯	◯	◯
2	◯	◯	◯	◯
3	◯	◯	◯	◯
4	◯	◯	◯	◯
5	◯	◯	◯	◯
6	◯	◯	◯	◯
7	◯	◯	◯	◯
8	◯	◯	◯	◯
9	◯	◯	◯	◯
10	◯	◯	◯	◯

Number Series

1. Consider the following series: 6, 12, 24, 48. What number should come next?

a. 48

b. 64

c. 60

d. 96

2. Consider the following series: 5, 6, 11, 17. What number should come next?

a. 28

b. 34

c. 36

d. 27

3. Consider the following series: 26, 21, ..., 11, 6. What is the missing number?

a. 27

b. 23

c. 16

d. 29

4. Consider the following series: 23, ..., 31, 37. What is the missing number?

a. 19

b. 27

c. 29

d. 30

Directions: Find the sentence that is true according to the given information.

5. Krizzia loves reading books. Nea enjoys playing with her dolls. Krizzia and Nea are cousins.

a. Krizzia likes to play with Nea.

b. Nea finds reading boring.

c. Krizzia and Nea are blood related

d. Nea and Krizzia are best friends.

6. The village is found in a coastal area. Many fishermen go out to sea everyday. They go home late in the afternoon.

a. Fishing is the means of living of the villagers.

b. Many fishermen hate fishing.

c. Fishermen go out to sea especially in the evening.

d. The village attracts tourists.

Question 7 is based on the following information.

7. Five billboards appear on a highway. They are numbered from 1 to 5, starting at 1, and proceeding up to 5 as you drive by.

a. The first billboard is for Lasik eye surgery.

b. A Vietnamese restaurant is 2nd.

c. There are 3 billboards between the Lasik Eye surgery billboard and the McDonalds' Billboard.

d. There is one billboard before the Life Insurance billboard.

What position is the Wells Fargo Billboard?

a. Second

b. Third

c. Fourth

d. Cannot be determined.

8. Place the following four sentences in logical order.

1. Interview suspect who claims he isn't married

2. Called to domestic dispute

3. Suspect flees on foot and is apprehended

4. Computer search reveals a man matching the suspects description is the husband of the woman making the complaint

a. 2, 3, 1, 4

b. 4, 2, 3, 1

c. 3, 2, 1, 4

d. The order is correct

You are interviewing a woman who has been assaulted walking home from the bus stop. You ask her to re-trace her steps from the bus stop.

She got off the bus on Victoria Ave. and walked to Birch st., where she turned right. She walked along Birch St. and turned right on Elm St. She first noticed that she was being followed on Elm. She continued walking on Elm and turned left on Maple St. Her assailant tried to grab her purse on Maple St. She escaped and ran down Maple, turning left on Spruce, where she ran north to her house.

9. What direction was she traveling on Elm?

a. North

b. South

c. East

d. West

10. What direction was she traveling when she noticed she was attacked?

a. North

b. South

c. East

d. West

Answer Key

Section I – Number Series

1. D

The numbers double each time.

2. A

Each number is the sum of the previous two numbers.

3. C

The numbers decrease by 5 each time.

4. C

The numbers are primes (divisible only by 1 and themselves).

5. C

The only certain thing is Krizzia and Nea are related to each other.

6. A

The only certain thing is the villagers rely on fishing to earn money since they live near the ocean.

7. B

Lasik is #1. The Vietnamese restaurant is #2, and there is 1 before the Life Insurance, so Life Insurance must be 4th. There are 3 billboards between Lasik and McDonalds, so Lasik and McDonalds must be first and last. The only position left for Wells Fargo is #3.

1 Lasik Eye Surgery

2 - Vietnamese Restaurant

3 -

4 - Life Insurance

5 - McDonalds

8. A

2, 3, 1, 4

Attacked here

Birch

Victoria

Elm

Spruce

Noticed being
followed

Maple

Bus Stop

N
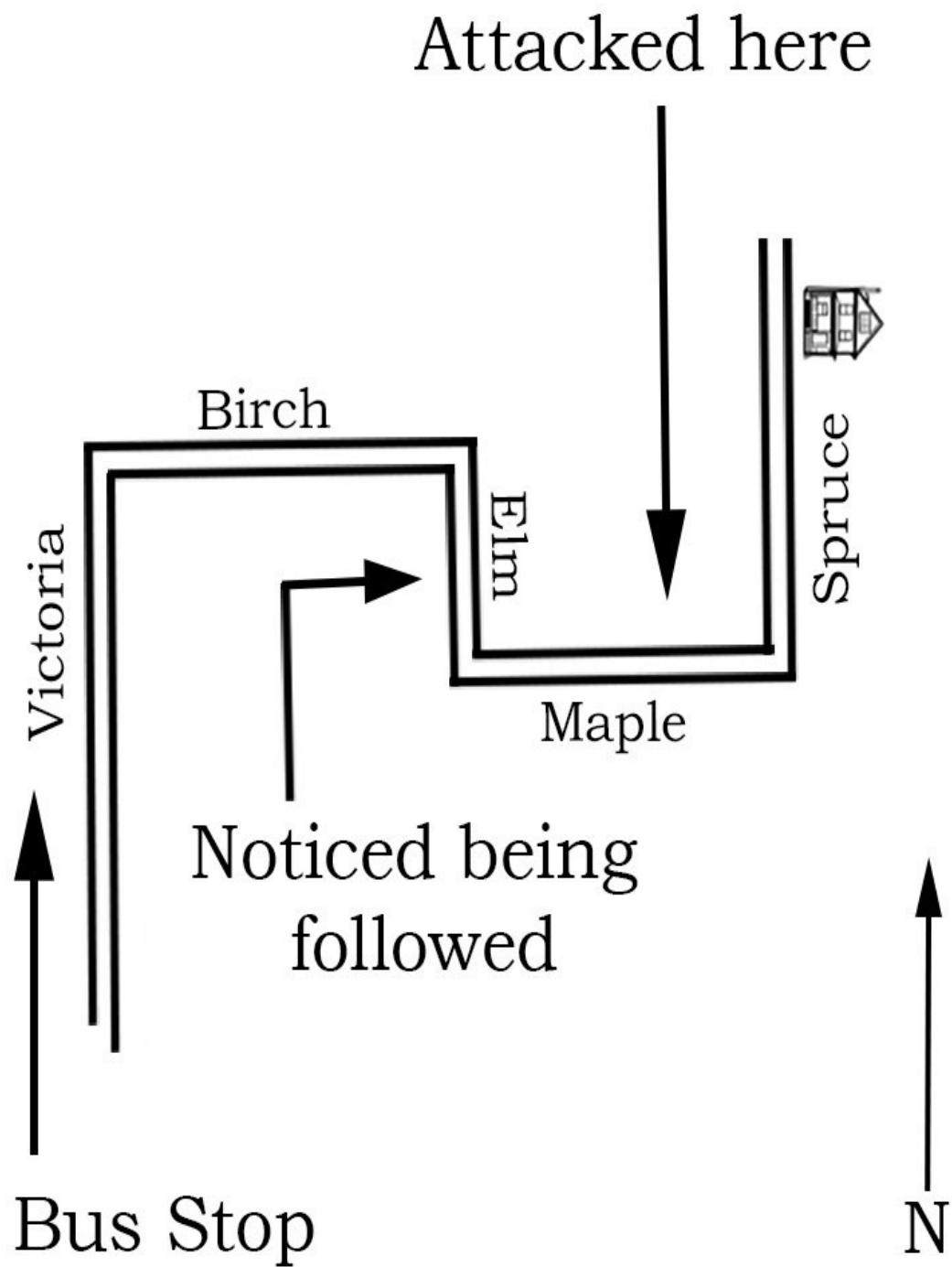
9. B

She was traveling South on Elm.

10. C

She was traveling East on Maple when she was attacked.

Number Series Tutorial

Number series questions appear on most High School exams. An example is:

Consider the following series: 26, 21, 0, 11, 6. What is the missing number?

a. 27

b. 23

c. 16

d. 29

Looking carefully at the sequence, we can see right away that each number is 5 less than the previous number, so the missing number is 16.

We can re-write this sequence in mathematical notation as, a1, a2, a3, ... an, where n is an integer and an is called its nth term. And we can write the sequence in the form of a formula, where an integer is substituted in the place of the variable in the formula and the terms are obtained.

For example, let us consider the sequence 5,10,15,20,...

Here, an = 5n. The formula an = 5n.

The nth term of a sequence can be found by plugging n in the explicit formula for the sequence. So for example if we wanted to find the 100th number in this sequence, we would substitute n = 100 in the formula and get 500.

Type of Number Sequence problems

1. Simple addition or subtraction – each number in the sequence is obtained by adding a number to the previous number.

For example, 2, 5, 8, 11, 14

Each number in the sequence is obtained by adding 3 to the previous number, which we could write as, an+1 = an + 3.

2. Simple multiplication - each number in the sequence is obtained by multiplying the previous number by a whole number or fraction.

For example, 3, 6, 18, 54

Or,

20, 10, 5, 2.5

Each number in the first sequence is obtained by multiplying the previous number by 3, which we could write as, an+1 = an X 3.

In the second example, each number in the series is the previous number divided by 2, or multiplied by 1/2, or an+1 = an X 1/2.

3. Prime Numbers – each number in the sequence is a prime number.

For example,

23, ..., 31, 37

Answer: 29

4. Operations on the previous two numbers. For example,

8, 14, 22, 36, 58

Here the sequence is created by adding the previous 2 numbers.

5. Exponents. The number sequence is created by each number squared or cubed.

For example,

3, 9, 81, 6561, where each number is squared.

6. Combining Sequences

2, 7, 13, 20, 28, 37

Here the sequence starts with 2, and each element is added to another sequence starting with 5. So, 2 + 5 = 7, 7 + 6 = 13, 13 + 7 = 20 and so on.

A variation is a sequence with a repeating element. For example,

1, 2, 3, 5, 7, 9, 12, 15

Here the sequence is, for each n, +1, +1, +1, +2, +2, +2, +3, +3,

7. Fractions

For example,

16/4, 4/2, 2/2, ½, 0

Fractions are often meant to confuse. If fractions don't have an obvious relationship, reduce them to lowest terms or to whole numbers. Reducing these to whole numbers, gives,

4, 2, 1, ½

Right away, we can see the numbers are half the previous number, so the

next in the series is 1/4.

In this example, the answer is a fraction; however, you may have to reduce fractions to see the relation, and then convert back to get the answer in the correct form.

Strategy for Answering Number

Series Questions

Answering number series questions is a skill of recognizing patterns, and the best way to improve is to familiarize yourself with the different types, and to practice.

Here is a quick method that will help you answer number series.

For example:

2, 5, 6, 7, 8, ...

Step 1 – glance at the series quickly and see if you can spot the pattern right away.

Step 2 – Start analyzing.

Take the different between the first 2 numbers and the different between the second 2 numbers.

2, (+3) 5, (+1) 6, (+1) 7, (+1) 8,

No clear pattern with a simple analysis. There is no addition, subtraction, multiplication, division, fractional or exponent relationship.

The relation must be a higher order or a second series.

Next look at the relation between the 1st number and the 2nd and the 1st and the 3rd. We see that,

1st + 3 = 5, 1st + 4 = 6. That's it! The number 2 is added to the sequence, 3, 4, 5, 6, so the next number will be 2 + 7 = 9.

Practice Test Questions

Set 1

T

he questions below are not the same as you will find on the RCMP Entrance Test- that would be too easy!

And nobody knows what the questions will be and they change all the time. Below are general questions that cover the same subject areas as the RCMP Entrance Test. So, while the format and exact wording of the questions may differ slightly, and change from year to year, if you can answer the questions below, you will have no problem with the RCMP Entrance Test.

For the best results, take these practice test questions as if it were the real exam. Set aside time when you will not be disturbed, and a location that is quiet and free of distractions. Read the instructions carefully, read each question carefully, and answer to the best of your ability.

Use the bubble answer sheets provided. When you have completed the practice questions, check your answer against the Answer Key and read the explanation provided.

Do not attempt more than one set of practice test questions in one day. After completing the first practice test, wait two or three days before attempting the second set of questions.

Reading Comprehension - 20 Questions

Observation – 7 Questions

Professional Judgment: 10 Questions

Recognition/Identification – 3 Questions

Composition – 20 questions

Math - 20 questions

Logic – 20 questions

Part I - Reading Comprehension

Questions 1 – 4 refer to the following passage.

Passage 1 - The Life of Helen Keller

Many people have heard of Helen Keller. She is famous because she was unable to see or hear, but learned to speak and read and went onto attend college and earn a degree. Her life is a very interesting story, one that she developed into an autobiography, which was then adapted into both a stage play and a movie. How did Helen Keller overcome her disabilities to become a famous woman? Read on to find out.

Helen Keller was not born blind and deaf. When she was a small baby, she had a very high fever for several days. As a result of her sudden illness, baby Helen lost her eyesight and her hearing. Because she was so young when she went deaf and blind, Helen Keller never had any recollection of being able to see or hear. Since she could not hear, she could not learn to talk. Since she could not see, it was difficult for her to move around. For the first six years of her life, her world was very still and dark.

Imagine what Helen's childhood was like. She could not hear her mother's voice. She could not see the beauty of her parent's farm. She could not recognize who was giving her a hug, or a bath or even where her bedroom was each night. Worse, she could not communicate with her parents in any way. She could not express her feelings or tell them the things she wanted. It must have been a very sad childhood.

When Helen was six years old, her parents hired her a teacher named Anne Sullivan. Anne was a young woman who was almost blind. However, she could hear and she could read Braille, so she was a perfect teacher for young Helen. At first, Anne had a very hard time teaching Helen anything.

She described her first impression of Helen as a "wild thing, not a child." Helen did not like Anne at first either. She bit and hit Anne when Anne tried to teach her. However, the two of them eventually came to have a great deal of love and respect.

Anne taught Helen to hear by putting her hands on people's throats. She could feel the sounds people made. In time, Helen learned to feel what people said. Next, Anne taught Helen to read Braille, which is a way that books are written for the blind. Finally, Anne taught Helen to talk. Although Helen did learn to talk, it was hard for anyone but Anne to understand her.

As Helen grew older, more and more people were amazed by her story. She went to college and wrote books about her life. She gave talks to the public, with Anne at her side, translating her words. Today, both Anne Sullivan and Helen Keller are famous women who are respected for their lives' work.

1. Helen Keller could not see and hear and so, what was her biggest problem in childhood?

a. Inability to communicate

b. Inability to walk

c. Inability to play

d. Inability to eat

2. Helen learned to hear by feeling the vibrations people made when they spoke. What were these vibrations were felt through?

a. Mouth

b. Throat

c. Ears

d. Lips

3. From the passage, we can infer that Anne Sullivan was a patient teacher. We can infer this because

a. Helen hit and bit her and Anne remained her teacher.

b. Anne taught Helen to read only.

c. Anne was hard of hearing too.

d. Anne wanted to be a teacher.

4. Helen Keller learned to speak but Anne translated her words when she spoke in public. The reason Helen needed a translator was because

a. Helen spoke another language.

b. Helen's words were hard for people to understand.

c. Helen spoke very quietly.

d. Helen did not speak but only used sign language.

Questions 5 – 6 refer to the following passage.

Passage 2 - Ways Characters Communicate in Theater

Playwrights give their characters voices in a way that gives depth and added meaning to what happens on stage during their play. There are different types of speech in scripts that allow characters to talk with themselves, with other characters, and even with the audience.

It is very unique to theater that characters may talk "to themselves." When characters do this, the speech they give is called a soliloquy. Soliloquies are usually poetic, introspective, moving, and can tell audience members about the feelings, motivations, or suspicions of an individual character without

that character having to reveal them to other characters on stage. "To be or not to be" is a famous soliloquy given by Hamlet as he considers difficult but important themes, such as life and death.

The most common type of communication in plays is when one character is speaking to another or a group of other characters. This is generally called dialogue, but can also be called monologue if one character speaks without being interrupted for a long time. It is not necessarily the most important type of communication, but it is the most common because the plot of the play cannot really progress without it.

Lastly, and most unique to theater (although it has been used somewhat in film) is when a character speaks directly to the audience. This is called an aside, and scripts usually specifically direct actors to do this. Asides are usually comical, an inside joke between the character and the audience, and very short. The actor will usually face the audience when delivering them, even if it's for a moment, so the audience can recognize this move as an aside.

All three of these types of communication are important to the art of theater, and have been perfected by famous playwrights like Shakespeare. Understanding these types of communication can help an audience member grasp what is artful about the script and action of a play.

5. According to the passage, characters in plays communicate to

a. move the plot forward

b. show the private thoughts and feelings of one character

c. make the audience laugh

d. add beauty and artistry to the play

6. The author uses parentheses to punctuate "although it has been used somewhat in film,"

a. to show that films are less important

b. instead of using commas so that the sentence is not interrupted

c. because parenthesis help separate details that are not as important

d. to show that films are not as artistic

Questions 7 – 9 refer to the following passage.

Passage 3 - Low Blood Sugar

As the name suggest, low blood sugar is low sugar levels in the bloodstream. This can occur when you have not eaten properly and undertake strenuous activity, or, when you are very hungry. When Low blood sugar occurs regularly and is ongoing, it is a medical condition called hypoglycemia. This condition can occur in diabetics and in healthy adults.

Causes of low blood sugar can include excessive alcohol consumption, metabolic problems, stomach surgery, pancreas, liver or kidneys problems, as well as a side-effect of some medications.

Symptoms

There are different symptoms depending on the severity of the case.

Mild hypoglycemia can lead to feelings of nausea and hunger. The patient may also feel nervous, jittery and have fast heart beats. Sweaty skin, clammy and cold skin are likely symptoms.

Moderate hypoglycemia can result in a short temper, confusion, nervousness, fear and blurring of vision. The patient may feel weak and unsteady.

Severe cases of hypoglycemia can lead to seizures, coma, fainting spells, nightmares, headaches, excessive sweats and severe tiredness.

Diagnosis of low blood sugar

A doctor can diagnosis this medical condition by asking the patient questions and testing blood and urine samples. Home testing kits are available for patients to monitor blood sugar levels. It is important to see a qualified doctor though. The doctor can administer tests to ensure that will safely rule out other medical conditions that could affect blood sugar levels.

Treatment

Quick treatments include drinking or eating foods and drinks with high sugar contents. Good examples include soda, fruit juice, hard candy and raisins. Glucose energy tablets can also help. Doctors may also recommend medications and well as changes in diet and exercise routine to treat chronic low blood sugar.

7. Based on the article, which of the following is true?

a. Low blood sugar can happen to anyone.

b. Low blood sugar only happens to diabetics.

c. Low blood sugar can occur even.

d. None of the statements are true.

8. Which of the following are the author's opinion?

a. Quick treatments include drinking or eating foods and drinks with high sugar contents.

b. None of the statements are opinions.

c. This condition can occur in diabetics and in healthy adults.

d. There are different symptoms depending on the severity of the case

9. Which of the following is not a detail?

a. A doctor can diagnosis this medical condition by asking the patient questions and testing.

b. A doctor will test blood and urine samples.

c. Glucose energy tablets can also help.

d. Home test kits monitor blood sugar levels.

d. None of the above.

Questions 10 – 13 refer to the following passage.

How To Get A Good Nights Sleep

Sleep is just as essential for healthy living as water, air and food. Sleep allows the body to rest and replenish depleted energy levels. Sometimes we may for various reasons have trouble sleeping which has a serious effect on our

health. Those who have prolonged sleeping problems are facing a serious medical condition and should see a qualified doctor when possible for help. Here is simple guide that can help you sleep better at night.

Try to create a natural pattern of waking up and sleeping around the same time every day. This means avoiding going to bed too early and oversleeping

past your usual wake up time. Going to bed and getting up at radically different times everyday confuses your body clock. Try to establish a natural rhythm as much as you can.

Exercises and a bit of physical activity can help you sleep better at night. If you are having problem sleeping, try to be as active as you can during the day. If you are tired from physical activity, falling asleep is a natural and easy process

for your body. If you remain inactive during the day, you will find it harder to sleep properly at night. Try walking, jogging, swimming or simple stretches as you get close to your bed time.

Afternoon naps are great to refresh you during the day, but they may also keep you awake at night. If you feel sleepy during the day, get up, take a walk and get busy to keep from sleeping. Stretching is a good way to increase blood flow to the brain and keep you alert so that you don't sleep during the day. This will help you sleep better night.

A warm bath or a glass of milk in the evening

can help your body relax and prepare for

sleep. A cold bath will wake you up and keep

you up for several hours. Also avoid eating too

late before bed.

10. How would you describe this sentence?

a. A recommendation

b. An opinion

c. A fact

d. A diagnosis

11. Which of the following is an alternative title for this article?

a. Exercise and a good night's sleep

b. Benefits of a good night's sleep

c. Tips for a good night's sleep

d. Lack of sleep is a serious medical condition

12. Which of the following cannot be inferred from this article?

a. Biking is helpful for getting a good night's sleep

b. Mental activity is helpful for getting a good night's

sleep

c. Eating bedtime snacks is not recommended

d. Getting up at the same time is helpful for a good

night's sleep

13. What is a disadvantage of taking naps?

a. They may keep you awake.

b. There are no disadvantages

c. They may help you sleep better

d. They may affect your diet

Question 14 refers to the following Table of Contents.

Contents

14. Consider the table of contents above. What page would you find information about natural selection and adaptation?

a. 81

b. 90

c. 110

d. 132

Questions 15 – 18 refer to the following passage.

Passage 5 - Pearl Harbor

A Day That Will Live in Infamy! Attack on Pearl Harbor

In 1941, the world was at war. The United States was trying to stay out of the conflict. In Europe, the countries of Germany and Italy had formed an alliance to expand their land and territory. Germany had already taken over Poland, Denmark, and parts of France. They were heading next toward England and due to all the fighting in Europe, there were battles taking place as far south as North Africa, where the German and Italian armies were fighting the British.

This got even worse when the Asian nation of Japan formed an alliance with Germany and Italy. Together, the three countries called themselves, the AXIS. Now, the war was in the Pacific as well as in Europe and Northern Africa. Many Americans felt that perhaps now was the time for the United States to join with its ally, Great Britain and stop the Axis from taking over more regions of the world.

In 1941, Franklin Roosevelt was President of the United States. His fear at the time was that Japan would try to take over many countries in Asia. He did not want to see that happen, so he moved some of the United States warships that had been stationed in San Diego, to the military base at Pearl Harbor, in Honolulu, Hawaii.

Japan quietly plotted their attack. They waited until the early hours of the morning on Sunday, December 7, 1941. Then, 350 Japanese war plans began to drop bombs on the U.S. ships at Pearl Harbor. The first bombs fell at 7:48 am and a mere 90 minutes later, the attack was over. Pearl Harbor was decimated. 8 battleships were damaged. Eleven ships were sunk and 300 U.S. planes were destroyed. Most devastating was the loss of life 2,400 U.S. military members was killed in the attack and 1, 282 were injured.

President Roosevelt addressed the country via the radio and said "Today is a day that will live in infamy." He asked Congress to declare war on Japan. War was declared on Japan on December 8th and on Germany and Italy on December 11th. The United States had entered World War Two.

15. After reading the passage, what can we infer infamy means?

a. Famous

b. Remembered in a good way

c. Remembered in a bad way

d. Easily forgotten

16. What three countries formed the Axis?

a. Italy, England, Germany

b. United States, England, Italy

c. Germany, Japan, Italy

d. Germany, Japan, United States

17. What do you think was President Roosevelt's reason for moving warships to Pearl Harbor?

a. He feared Japan would bomb San Diego

b. He knew Japan was going to attack Pearl Harbor

c. He was planning to attack Japan

d. He wanted to try to protect Asian countries from Japanese takeover

18. Why do you think Japan chose a Sunday morning at 7:48 am for their attack?

a. They knew the military slept late

b. There is a law against bombing countries on a Sunday

c. They wanted the attack to catch people by surprise

d. That was the only free time they had to attack.

Questions 19 - 20 refer to the following recipe.

If You Have Allergies, You're Not Alone

People who experience allergies might joke that their immune systems have let them down or are seriously lacking. Truthfully though, people who experience allergic reactions or allergy symptoms during certain times of the year have heightened immune systems that are, "better" than those of people who have perfectly healthy but less militant immune systems.

Still, when a person has an allergic reaction, they are having an adverse reaction to a substance that is considered normal to most people. Mild allergic reactions usually have symptoms like itching, runny nose, red eyes, or bumps or discoloration of the skin. More serious allergic reactions, such as those to animal and insect poisons or certain foods, may result in the closing of the throat, swelling of the eyes, low blood pressure, inability to breath, and can even be fatal.

Different treatments help different allergies, and which one a person uses depends on the nature and severity of the allergy. It is recommended to patients with severe allergies to take extra precautions, such as carrying an EpiPen, which treats anaphylactic shock and may prevent death, always in

order for the remedy to be readily available and more effective. When an allergy is not so severe, treatments may be used just relieve a person of uncomfortable symptoms. Over the counter allergy medicines treat milder symptoms, and can be bought at any grocery store and used in moderation to help people with allergies live normally.

There are many tests available to assess whether a person has allergies or what they may be allergic to, and advances in these tests and the medicine used to treat patients continues to improve. Despite this fact, allergies still affect many people throughout the year or even every day. Medicines used to treat allergies have side-effects, and it is difficult to bring the body into balance with the use of medicine. Regardless, many of those who live with allergies are grateful for what is available and find it useful in maintaining their lifestyles.

19. According to this passage, the word "militant" belongs in a group with the words:

a. sickly, ailing, faint

b. strength, power, vigor

c. active, fighting, warring

d. worn, tired, breaking down

20. The author says that "medicines used to treat allergies have side-effects of their own" to

a. point out that doctors aren't very good at diagnosing and treating allergies

b. argue that because of the large number of people with allergies, a cure will never be found

c. explain that allergy medicines aren't cures and some compromise must be made

d. argue that more wholesome remedies should be researched and medicines banned

Part II - Observation, Professional Judgment, Recognition and Identification.

Section I - Observation

Directions: You have five minutes to memorize the following information. Do not write anything down. Questions follow on page 163.

Name: William Jackson

Description: 5'11" Caucasian male. Brown hair with receding hairline. Slight build. No identifying marks.

Wanted for: Armed Robbery
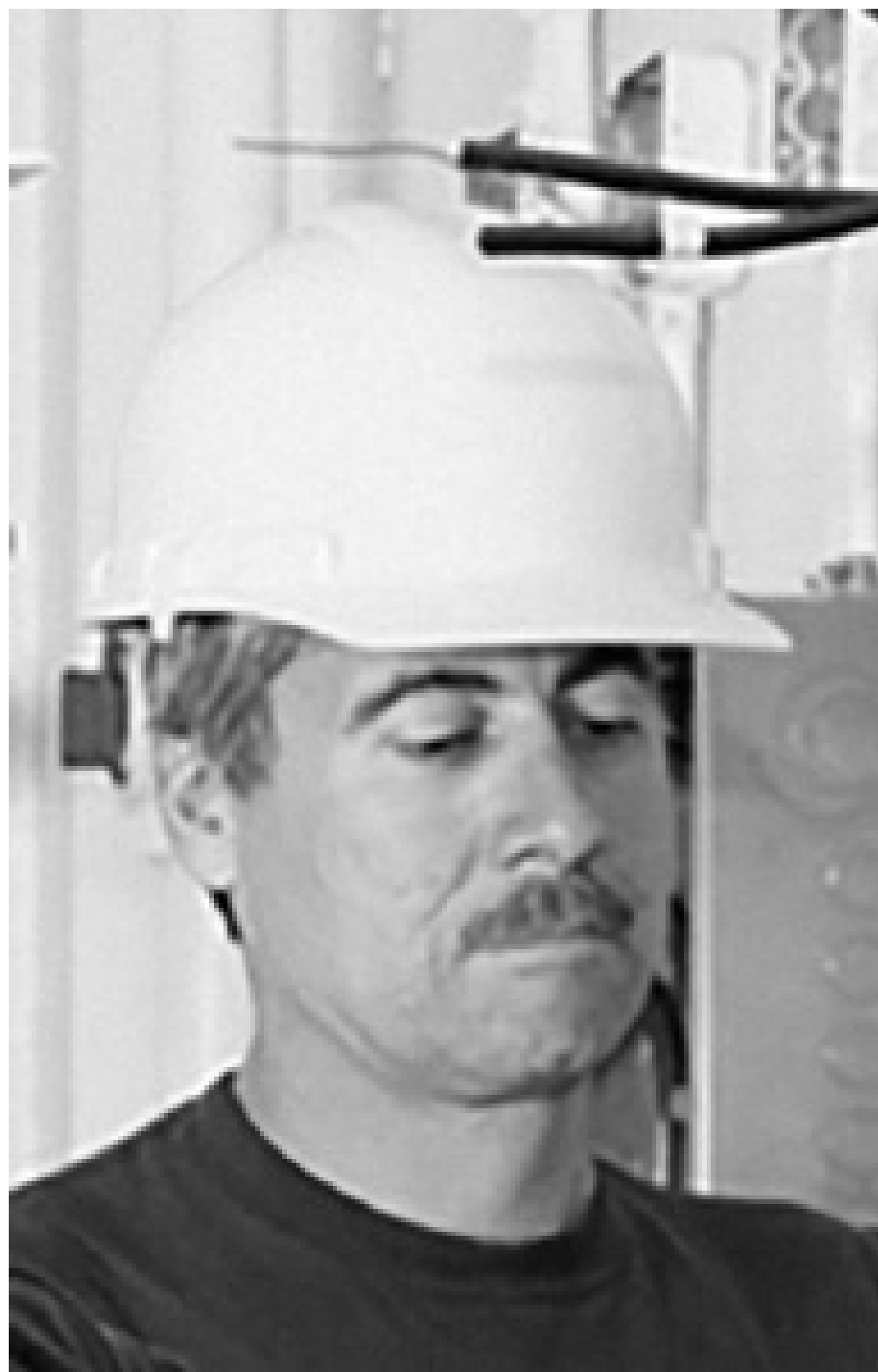
Name: Kenneth Walker

Description: 5 ft. Caucasian male with heavy build. Small scar on right forehead.

Wanted for: Armed robbery

Make: Porche Carrera

Color: White

License: Manitoba APT 936

Wanted for: Dangerous Driving

Make: Smart Car

Color: White

License: New Brunswick CPV 439

Wanted for: Criminal Harassment

Name: Steven Hermandez

Description: 6 ft Latino male with tattoos on both arms and chest.

Wanted For: Theft of motor vehicle

Name: Linda Moore

Description: 5' 4" Caucasian female, blonde hair, brown eyes, tattoos on left forearm

Wanted For: Shoplifting

Make: Volkwagen Passat

Color: White

License: British Columbia AG5 26C

Wanted for: Sexual Assault

Make: Volkwagen Beetle

Color: Yellow

License: AG5 26C

Wanted for: Sexual Assault

Section II - Professional Judgment

Scenario I

You and your partner arrive on a domestic scene where an enraged and possibly drunk or high man is destroying the furniture in a house. His wife or girlfriend is crying nearby.

1. What should you do first?

a. Subdue the man and then report to dispatch

b. Report to dispatch and call for backup

c. Make sure the wife is OK

d. Check the wife first, then subdue the man

You have confirmed the girlfriend is OK and subdued and placed the man under arrest. He has calmed down. You and your partner are preparing to take the man to the station. He begs you to release him saying it was all a big misunderstanding.

2. What should you do now?

a. Release the man if he agrees to appear in court.

b. Take the man to the station.

c. Discuss what to do with your partner.

d. Ask dispatch what to do.

Scenario II

You attend a fight in a parking lot near a popular nightclub that has just closed. You and your partner find one man with a bloody nose and looking poorly, and another man who appears to be fine. There is a crowd watching the fight.

3. What should you do?

a. Check the injured man, keeping the men separate.

b. Arrest both men

c. Arrest both men and interview them separately.

d. Check the injured man, interview both men separately.

Scenario III

4. You have just arrested a man for breaking and entering. You apprehended the suspect inside a residence with broken windows. The man tells you he will give you the name of 2 other people who recently robbed a bank in your patrol area if you let him go.

What should you do?

a. Take down the information and let him go.

b. Take down the information and continue with the arrest and processing.

c. Tell him he will have to give you information about 2 or more crimes before you can let him go

d. Call dispatch for advice.

Scenario IV

5. You have pulled over a vehicle for dangerous driving and arrested the driver. The driver of the vehicle has agreed to accompany you to the station. The driver has requested he drive his own vehicle behind yours.

What should you do?

a. You determine the driver has not been drinking and appears calm, so you allow the driver to follow you to the station.

b. Refuse his request and ask dispatch to call a tow truck.

c. Question the driver more before allowing him to drive back

d. Allow the suspect to drive his own car back with some restrictions.

Scenario V

6. You attend a call to a beach party. Nearby some cars have been vandalized. It is not clear if the people at the beach party are responsible or not, and they deny vandalizing the cars. There are 8 or 10 people at the

beach party and they appear peaceful.

What should you do?

a. Call for backup before approaching the beach party.

b. Approach the beach party and ask if they know about the vandalized cars.

c. Arrest everyone at the beach party.

d. Take the names of everyone at the party.

7. Backup has arrived and you approach the beach party with 2 other officers. You are the senior officer at the scene.

What is your next step?

a. Arrest everyone at the party

b. Question everyone at the party about the vandalized cars

c. Accuse everyone at the party of vandalizing the cars to see their reaction

d. Examine the vandalized cars with the other officers.

Scenario VI

8. You have pulled over a car for speeding and are about to write up a ticket. The driver tells you he knows the mayor and the chief of police and will get you fired if you give him a ticket. He asked for your name and badge number.

What should you do?

a. Refuse to give your name or badge.

b. Give the driver a warning instead of a ticket

c. Let the driver go

d. Give your name and badge number and give him a ticket.

Scenario VII

You have attended a domestic violence call. The woman has clearly been beaten by the man, and when you enter the house, the man is breaking china and furniture.

9. What should you do first?

a. Stop the man from further property damage.

b. Attend the woman's injuries

c. Call for backup

d. Check the house for other people or children.

Scenario VIII

You are called to a robbery at a jewelry store. You arrive and the owner of the store is unconscious and the a male is exiting the store by the front door as you enter the back. The male robbery suspect is carrying a bag, which may contain jewelry from the store.

10. What should you do?

a. Chase the robbery suspect.

b. Check the unconscious owner

c. Assess what has been stolen
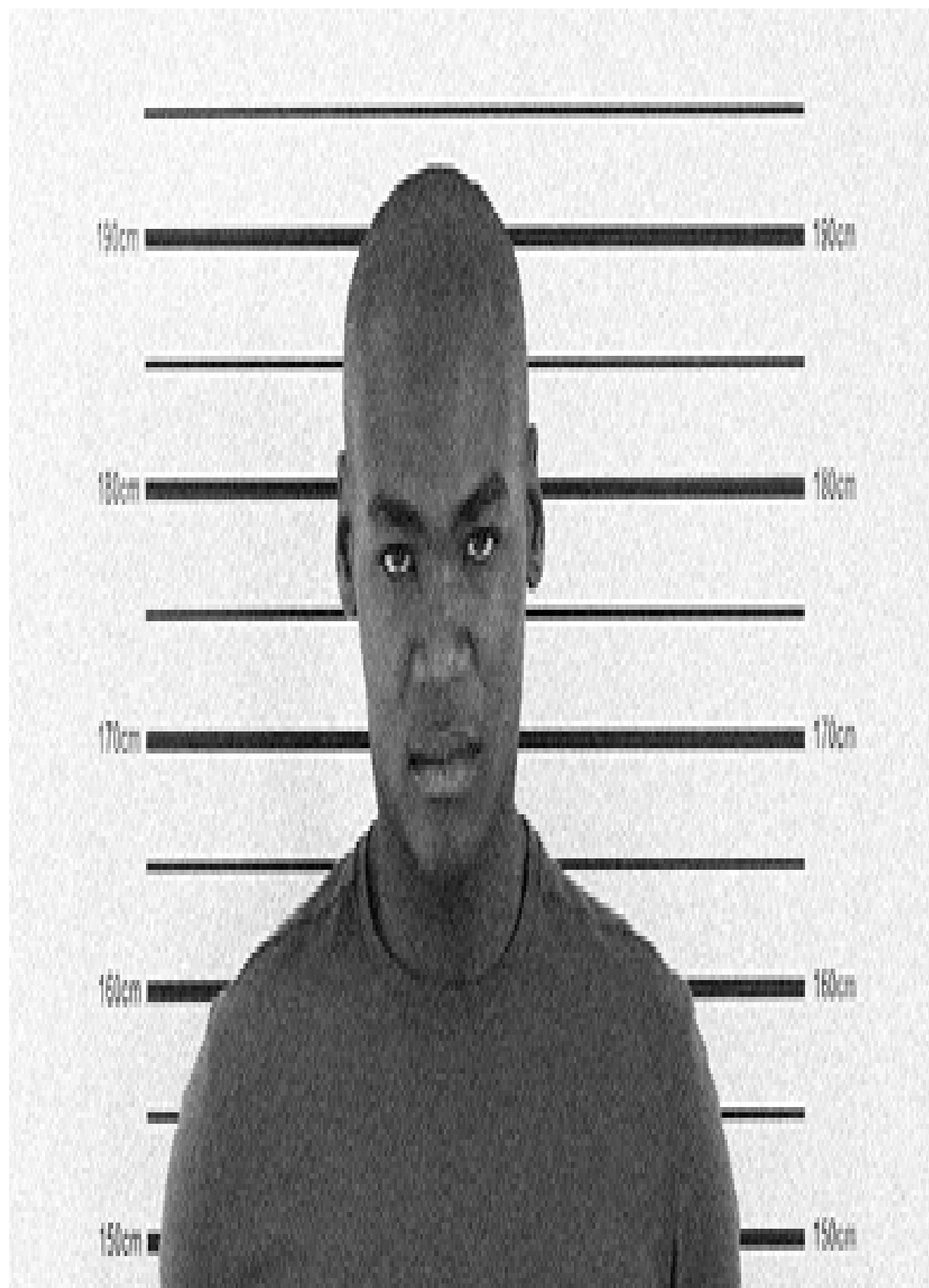

d. Call for backup

Section III - Recognition and Identification

11. Choose the person that matches the suspect below.

a.   b.

c.   d.

12. Choose the person that matches the suspect below.

200cm — 200cm
190cm — 190cm
180cm — 180cm
170cm — 170cm
160cm — 160cm
150cm — 150cm

a.   b.

c.   d.

13. Choose the person that matches the suspect below.

a.   b.

c.   d.

Section I - Observation Questions

Directions: Answer questions 14 - 20 based on the information given on page 151.

14. What identifying marks does Kenneth Walker have?

a. Scar on forehead

b. Tattoo on chest

c. Tattoo on right arm

d. No identifying marks

15. What is Kenneth Walker wanted for?

a. Dangerous Driving

b. Armed Robbery

c. Fraud

d. Criminal Harassment

16. Which car is wanted for Dangerous Driving?

a. Porche Carrera

b. Smart Car

c. Volkwagen Passat

d. None of the above.

17. What Province is the Smart Car from?

a. British Columbia

b. New Brunswick

c. Alberta

d. Ontario

18. What is Steven Hermandez wanted for?

a. Theft of motor vehicle

b. Fraud

c. Armed Robbery

d. Criminal Harassment

19. What identifying marks does Linda Moore have?

a. No identifying marks

b. Scar on forehead

c. Tattoos on forearm

d. Scar on upper lip

20. What color is the Volkswagen Beetle?

a. White

b. Yellow

c. Red

d. Blue

Part III – Composition

1. Choose a verb that means fearless or invulnerable to intimidation and fear.

a. Feeble

b. Strongest

c. Dauntless

d. Super

2. Choose a word that means the same as the underlined word.

I see the differences when they are placed side-by-side and juxtaposed.

a. Compared

b. Eliminated

c. Overturned

d. Exonerated

3. Choose the best definition of regicide.

a. v. To endow or furnish with requisite ability, character, knowledge and skill

b. n. killing of a king

c. adj. Disposed to seize by violence or by unlawful or greedy methods

d. v. To refresh after labor

4. Choose the best definition of pernicious.

a. Deadly

b. Infectious

c. Common

d. Rare

5. Fill in the blank.

After she received her influenza vaccination, Nan thought that she was _____ to the common cold.

a. Immune

b. Susceptible

c. Vulnerable

d. At risk

6. Choose a word that means the same as the underlined word.

She performed the gymnastics and stretches so well! I have never seen anyone so nimble.

a. Awkward

b. Agile

c. Quick

d. Taut

7. Choose a word that means the same as the underlined word.

Are there any more queries? We have already had so many questions today.

a. Questions

b. Commands

c. Obfuscations

d. Paradoxes

8. Choose a verb that means to remove a leader or high official from position.

a. Sack

b. Suspend

c. Depose

d. Dropped

9. Choose the best definition of pedestrian.

a. Rare

b. Often

c. Walking or Running

d. Commonplace

10. Choose the best definition of petulant.

a. Patient

b. Childish

c. Impatient

d. Mature

11. Choose the correct spelling.

a. Humoros

b. Humouros

c. Humorous

d. Humorus

12. Choose the correct spelling.

a. Knowlege

b. Knowledge

c. Knowlegde

d. Knowlledge

13. Choose the correct spelling.

a. Camaraderie

b. Camaredere

c. Camaradere

d. Cameraderie

14. Choose the correct spelling.

a. Mathematics

b. Mathmatics

c. Matematics

d. Mathamatics

15. Choose the correct spelling.

a. Conscentious

b. Conscientios

c. Conscientious

d. Consceintious

16. Choose the correct spelling.

a. Leisuire

b. Lesure

c. Lesure

d. Leisure

17. Choose the correct spelling.

a. Pigeone

b. Pigoen

c. Pigeon

d. Pidgeon

18. Choose the correct spelling.

a. Odyessy

b. Odeyssey

c. Odysey

d. Odyssey

19. Choose the correct spelling.

a. Sacreligious

b. Sacriligious

c. Sacrilegious

d. Sacrilegous

20. Choose the correct spelling.

a. Accommodate

b. Accomodate

c. Acommodate

d. Accommodaite

21. Choose the sentence with the correct capitalization.

a. My favorite Dylan song is blowin' in the wind.

b. My favorite dylan song is Blowin' in the Wind.

c. My favorite Dylan song is Blowin' in the Wind.

d. None of the above.

22. Choose the sentence with the correct capitalization.

a. My latest novel, Danger on the Rhine will be published next year.

b. My latest novel, danger on the Rhine will be published next year.

c. My latest novel, danger on the rhine will be published next year.

d. None of the above.

23. Choose the sentence with the correct usage.

a. The Chinese live in one of the world's most populous nations, while a citizen of Bermuda lives in one of the least populous.

b. The Chinese lives in one of the world's most populous nations, while a citizen of Bermuda live in one of the least populous.

c. The Chinese live in one of the world's most populous nations, while a citizen of Bermuda live in one of the least populous.

d. The Chinese lives in one of the world's most populous nations, while a citizen of Bermuda lives in one of the least populous.

24. Choose the sentence with the correct usage.

a. Disease is highly prevalent in poorer nations; the most dominant disease is malaria.

b. Diseases are highly prevalent in poorer nations; the most dominant disease is malaria.

c. Disease is highly prevalent in poorer nations; the most dominant Diseases are malaria.

d. Diseases are highly prevalent in poorer nations; the most dominant Diseases are malaria.

25. Choose the sentence with the correct usage.

a. Although I would prefer to have dog, I actually own a cat.

b. Although I would prefer to have a dog, I actually own cat.

c. Although I would prefer to have a dog, I actually own a cat.

d. Although I would prefer to have dog, I actually own cat.

26. Choose the sentence with the correct usage.

a. The volunteers brought groceries and toys to the homeless shelter; the latter were given to the staff, while the former were given directly to the children.

b. The volunteers brought groceries and toys to the homeless shelter; the former was given to the staff, while the latter was given directly to the children.

c. The volunteers brought groceries and toys to the homeless shelter; the groceries were given to the staff, while the former was given directly to the children.

d. The volunteers brought groceries and toys to the homeless shelter; the latter was given to the staff, while the groceries were given directly to the children.

27. Choose the sentence with the correct grammar.

a. His doctor suggested that he eat less snacks and do fewer lounging on the couch.

b. His doctor suggested that he eat fewer snacks and do less lounging on the couch.

c. His doctor suggested that he eat less snacks and do less lounging on the couch.

d. His doctor suggested that he eat fewer snacks and do fewer lounging on the couch.

28. Choose the sentence with the correct grammar.

a. However, I believe that he didn't really try that hard.

b. However I believe that he didn't really try that hard.

c. However; I believe that he didn't really try that hard.

d. However: I believe that he didn't really try that hard.

29. Choose the sentence with the correct grammar.

a. There was however, very little difference between the two.

b. There was, however very little difference between the two.

c. There was; however, very little difference between the two.

d. There was, however, very little difference between the two.

30. Choose the sentence with the correct grammar.

a. Don would never have thought of that book, but you could have reminded him.

b. Don would never of thought of that book, but you could have reminded him.

c. Don would never have thought of that book, but you could of have reminded him.

d. Don would never of thought of that book, but you could of reminded him.

Part IV – Math

1. What is 1/3 of 3/4?

a. 1/4

b. 1/3

c. 2/3

d. 3/4

2. What fraction of $1500 is $75?

a. 1/14

b. 3/5

c. 7/10

d. 1/20

3. 3.14 + 2.73 + 23.7 =

a. 28.57

b. 30.57

c. 29.56

d. 29.57

4. A woman spent 15% of her income on an item and ends with $120. What percentage of her income is left?

a. 12%

b. 85%

c. 75%

d. 95%

5. A mother is making spaghetti for her son. The recipe that she's using says that for 500 grams of spaghetti, she should add 0.75 grams of salt. However, the mom just wants 125 grams of spaghetti. Based on this information, how much salt should she use?

a. 0.38 grams

b. 0.75 grams

c. 0.19 grams

d. 0.25 grams

6. A pet store sold $19,304.56 worth of merchandise in June. If the cost of products sold was $5,284.34, employees were paid $8,384.76, and rent was $2,920.00, how much profit did the store make in June?

a. $5,635.46

b. $2,714.46

c. $14,020.22

d. $10,019.80

7. At the beginning of 2009, Madalyn invested $5,000 in a savings account. The account pays 4% interest per year. At the end of the year, after the interest was awarded, how much did Madalyn have in the account?

a. $5,200

b. $5,020

c. $5,110

d. $7,000

8. If 144 students need to go on a trip and the buses each carry 36 students, how many buses are needed?

a. 6

b. 5

c. 4

d. 3

9. If a square if five feet tall, what is its area?

a. 5 square feet

b. 10 square feet

c. 20 square feet

d. 25 square feet

10. With a purely random guess, what are the chances of correctly guessing the month in which a person was born?

a. 1 : 3

b. 1 : 6

c. 1 : 4

d. 1 : 12

11. John is a barber and receives 40% of the amount paid by each of his customers. John gets all tips paid to him. If a man pays $8.50 for a haircut and pays a tip of $1.30, how much money goes to John?

a. $3.92

b. $4.70

c. $5.30

d. $6.40

12. Susan was surprised to find she had two more quarters than she believed she had in her purse. If quarters are the only coins, and the total is $8.75, how many quarters did she think she had?

a. 35

b. 29

c. 31

d. 33

13. There were some oranges in a basket, by adding 8/5 of these, the total became 130. How many oranges were in the basket?

a. 60

b. 50

c. 40

d. 35

14. Mr. Brown bought 5 burgers, 3 drinks, 4 fries for his family and a cookie for the dog. If the price of all single items is same, at $1.30 and a 3.5% tax is added, then what is the total cost of dinner?

$16.00

$16.90

$17.00

$17.50

15. A distributor purchased 550 kilograms of potatoes for $165. He distributed these at a rate of $6.4 per 20 kilograms to 15 shops, $3.4 per 10 kilograms to 12 shops and the remainder at $1.8 per 5 kilograms. If his total distribution cost is $10, what will his profit be?

a. $10.40

b. $8.60

c. $14.90

d. $23.40

16. Convert 3 yards to feet

a. 18 feet

b. 12 feet

c. 9 feet

d. 27 feet

17. 12t - 10 = 14t + 2. Find t

a. -6

b. -4

c. 4

d. 6

18. The price of a book went up from $20 to $25. What percent did the price increase?

a. 5%

b. 10%

c. 20%

d. 25%

19. The price of a book decreased from $25 to $20. What percent did the price decrease?

a. 5%

b. 10%

c. 20%

d. 25%

20. 305 X 25 =

a. 6525

b. 7625

c. 5026

d. 7026

Part IV - Logic

1. Consider the following sequence: 13, 26, 52, 104, … What number should come next?

a. 208

b. 106

c. 200

d. 400

2. Consider the following sequence: 32, 26, 20, 14, … What number should come next?

a. 12

b. 19

c. 10

d. 8

3. Consider the following sequence: 12, 4, 16, ..., 36. What is the missing number?

a. 18

b. 22

c. 20

d. 30

Directions: Find the sentence that is true according to the given information.

4. Ben and Ted are classmates. They would ride the school bus together. They also have lunch at the same table. They're even lab partners.

a. Ben and Ted don't like each other.

b. Ben prefers being with other children.

c. Ben and Ted are inseparable.

d. Ted is always alone.

5. Karen takes care of her garden everyday. She grows fruits and vegetables. She always waters them. She also pulls out the weeds and put fertilizer on her plants.

a. Karen hates taking care of her plants.

b. Karen is fond of gardening.

c. Karen plants flowers in her garden.

d. Karen and her mother work on the garden together.

6. Collecting stamps is Tom's hobby. He started collecting stamps when he was six years old. Today, Tom has over a thousand stamps in his collection.

a. Tom collects stamp albums.

b. Tom started collecting stamps in high school.

c. Tom is a stamp collector.

d. Collecting stamps is an expensive hobby.

7. Mother went to market. She bought apples, oranges, and bananas. She also bought cabbage, beans, and squash.

a. Vegetables in the market are expensive.

b. Mother bought chicken and meat.

c. Many people went to the market.

d. Mother bought fruits and vegetables.

8. Tommy and Timmy are brothers. They look the same. They also have the same birthdays.

a. Tommy is older than Timmy.

b. Timmy is more handsome than Tommy.

c. Tommy and Timmy are twins.

d. Tommy and Timmy are best friends.

9. Five students exam marks are posted on a sheet at the front of the class, from lowest at the top, to highest at the bottom.

1. Peter's mark is smaller than Brad's but higher than Emily's mark.

2. Brad's mark is lower that Brittany's.

3. Andrew's mark is third.

Who got the highest mark?

a. Emily

b. Brad

c. Brittany

d. Cannot be determined.

In the code below, the following rules apply:

1. Each letter always represents the same word.

2. Each word is represented by only one letter.

3. The position of a letter and a word in the sentence are never the same.

Z B W O V means

Linda likes French lessons best

B C O V E means

Peter likes science lessons best

V A G W N means

Linda does not like algebra

10. What letter represents Linda?

a. Z

b. B

c. W

d. None of the above.

11. What does 'V' represent?

a. Science

b. Lessons

c. Best

d. Like

Directions: Read the following report and answer questions 12 and 13.

You come on an accident scene on Majestic Ave. A vehicle has been hit and another vehicle, with a damaged front end is fleeing the scene. The vehicle proceeds north on Majestic and turns right on Arbutus St., then left on Oak st., right on Richmond, and then right again on Birch. The vehicle stops on

Birch.

12. What direction was the vehicle traveling on Arbutus?

a. North

b. South

c. East

d. West

13. What direction was the vehicle traveling on Richmond?

a. North

b. South

c. East

d. West

14. Arrange the following in the correct sequence.

a. Teens refuse to give their names

b. Several teens flee the scene

c. Dispatch reports a beach party

d. You approach a group of teens

a. CDAB

b. DABC

c. ABCD

d. ADCB

15. Arrange the following in the correct sequence.

a. Robert Smith is charged.

b. A suspect gives his name as Andrew Jones and is released.

c. The suspect is later arrested by other officers.

d. A records check reveals a person fitting his description is actually Robert Smith with a lengthy list of priors.

a. ABCD

b. DCBA

c. CBDA

d. BDCA

Answer Key

Reading Comprehension

1. A

Helen's parents hired Anne to teach Helen to communicate. Choice B is incorrect because the passage states Anne had trouble finding her way around, which means she could walk. Choice C is incorrect because you don't hire a teacher to teach someone to play. Choice D is incorrect because by age 6, if Helen had never eaten, she would have starved to death.

2. B

The correct answer because that fact is stated directly in the passage. The passage explains that Anne taught Helen to hear by allowing her to feel the vibrations in her throat.

3. A

We can infer that Anne is a patient teacher because she did not leave or lose her temper when Helen bit or hit her; she just kept trying to teach Helen. Choice B is incorrect because Anne taught Helen to read and talk. Choice C is incorrect because Anne could hear. She was partially blind, not deaf. Choice D is incorrect because it does not have to do with patience.

4. B

The passage states that it was hard for anyone but Anne to understand Helen when she spoke. Choice A is incorrect because the passage does not mention Helen spoke a foreign language. Choice C is incorrect because there is no mention of how quiet or loud Helen's voice was. Choice D is

incorrect because we know from reading the passage that Helen did learn to speak.

5. D

This question tests the reader's summarization skills. The question is asking very generally about the message of the passage, and the title, "Ways Characters Communicate in Theater," is one indication of that. The other choices A, B, and C are all directly from the text, and therefore readers may be inclined to select one of them, but are too specific to encapsulate the entirety of the passage and its message.

6. C

This question tests the reader's grammatical skills. Choice B seems logical, but parenthesis are actually considered to be a stronger break in a sentence than commas are, and along this line of thinking, actually disrupt the sentence more.

Choices A and D make comparisons between theater and film that are simply not made in the passage, and may or may not be true. This detail does clarify the statement that asides are most unique to theater by adding that it is not completely unique to theater, which may have been why the author didn't chose not to delete it and instead used parentheses to designate the detail's importance (choice C).

7. A

Low blood sugar occurs both in diabetics and healthy adults.

8. B

None of the statements are the author's opinion.

9. A

The only statement that is not a detail is, "A doctor can diagnosis this medical condition by asking the patient questions and testing."

10. A

This sentence is a recommendation.

11. C

Tips for a good night's sleep is the best alternative title for this article.

12. B

Mental activity is helpful for a good night's sleep is cannot be inferred from this article.

13. A

From the passage, one disadvantage of taking naps is they may keep you awake at night.

14. C

You would find information about natural selection and adaptation in the ecology section which begins on page 110.

15. C

To be infamous means to be remembered for an evil or terrible action. Therefore, the word infamy means to remember a bad or terrible thing. Choice A is incorrect because being famous is not the same as being infamous. Choice B is incorrect because the attack on Pearl Harbor was not good. Choice D is incorrect because Pearl Harbor was not forgotten.

16. C

Each answer choice except choice C contains the name of at least one country that was not part of the AXIS powers.

17. D

It is stated in the passage. Choice A is not correct because there was no indication that Japan would attack San Diego. Choice B is incorrect because the attack on Pearl Harbor was a surprise. Choice C is incorrect because

Roosevelt was not planning to attack Japan.

18. C

The passage clearly states that Japan planned a surprise attack. They chose that early time to catch the U.S. military off guard. Choice A is incorrect because the military does not sleep late. Choice B is incorrect because there is no law against bombing countries. Choice D is incorrect because it makes no sense.

19. C

This question tests the reader's vocabulary skills. The uses of the negatives "but" and "less," especially right next to each other, may confuse readers into answering with choices A or D, which list words that are antonyms to "militant." Readers may also be confused by the comparison of healthy people with what is being described as an overly healthy person--both people are good, but the reader may look for which one is "worse" in the comparison, and therefore stray toward the antonym words. One key to understanding the meaning of "militant" if the reader is unfamiliar with it is to look at the root of the word; readers can then easily associate it with "military" and gain a sense of what the word signifies: defense (especially considered that the immune system defends the body). Choice C is correct over choice B because "militant" is an adjective, just as the words in choice C are, whereas the words in choice B are nouns.

20. C

This question tests the reader's understanding of function within writing. The other choices are details included surrounding the quoted text, and may therefore confuse the reader. A somewhat contradicts what is said earlier in the paragraph, which is that tests and treatments are improving, and probably doctors are along with them, but the paragraph doesn't actually mention doctors, and the subject of the question is the medicine. Choice B may seem correct to readers who aren't careful to understand that, while the author does mention the large number of people affected, the author is touching on the realities of living with allergies, rather than the likelihood of curing all allergies. Similarly, while the author does mention the "balance" of the body, which is easily associated with "wholesome," the author is not

really making an argument and especially is not making an extreme statement that allergy medicines should be outlawed. Again, because the article's tone is on living with allergies, choice C is an appropriate choice that fits with the title and content of the text.

Part II - Observation, Professional Judgment, Recognition and Identification.

Professional Judgment

1. D

The priority is safety, so checking the wife is the first thing, then subdue the man.

2. B

There is no reason to release the man as he has caused significant damage.

3. D

The first priority is the ensure safety, then to interview both men separately.

4. B

If the suspect is willing to provide information about another crime, then take the information, but this cannot be bartered for release after arrest.

5. B

Under no circumstances should the suspect drive his own car.

6. A

The safest course of action is the wait for backup.

7. B

The safest action is the approach the beach party and ask if they know anything about the vandalized cars, and your next response will depend on their reaction and information.

8. D

Give your name and badge number and give him a ticket.

9. B

The first objective is to assess the woman's injuries and call for an ambulance if necessary.

10. B

The first responsibility is to the unconscious owner. After, or while assessing the unconscious owner, call update dispatch of the whole situation.

Recognition and Identification

11. A

Choice A has the same face but different hair. The other suspects have much thinner, or different shaped faces.

12. C

Choice C is the same person wearing sunglasses. The suspect's face in choices A and D are much thinner and the suspect in choice B is wider.

13. C

The suspects in choices A and B have a thinner face, and the suspect in choice D has a wider face.

Observation

14. D

Kenneth Walker does not have any identifying marks.

15. B

Kenneth Walker is wanted for armed robbery.

16. A

The Porche Carrera is wanted for dangerous driving.

17. B

The Smart Car is from New Brunswick.

18. A

Steven Hermandez is wanted for theft of a motor vehicle.

19. C

Linda Moore has tattoos on her left forearm.

20. B

The Volkwagen Beetle is yellow.

Composition

1. C

Dauntless: adj. Invulnerable to fear or intimidation.

2. A

Juxtaposed: adj. Placed side-by-side, often for comparison or contrast.

3. B

Regicide: v. killing of a king.

4. A

Pernicious: adj. Causing much harm in a subtle way.

5. A

Immune: adj. Resistant to a particular infection or toxin owing to the presence of specific antibodies.

6. B

Nimble: adj. Quick and light in movement or action. Agile.

7. A

Queries: n. Questions or inquiries.

8. C

Depose: To remove (a leader) from (high) office, without killing the incumbent.

9. D

Pedestrian: Ordinary, dull; everyday; unexceptional.

10. B

Petulant: adj. Childishly irritable.

11. C

Humorous is the correct spelling.

12. B

Knowledge is the correct spelling.

13. A

Camaraderie is the correct spelling.

14. A

Mathematics is the correct spelling.

15. C

Conscientious is the correct spelling.

16. D

Leisure is the correct spelling.

17. C

Pigeon is the correct spelling.

18. D

Odyssey is the correct spelling.

19. C

Sacrilegious is the correct spelling.

20. A

Accommodate is the correct spelling.

21. C

The major words in the titles of books, articles, and songs are capitalized. (but not short prepositions or the articles "the," "a," or "an," if they are not the first word of the title)

22. A

Titles of publications are capitalized.

23. A

Singular subjects. "The Chinese" is plural, and "a citizen of Bermuda" is singular.

24. A

Disease is singular.

25. C

Articles of speech. Both dog and cat in this sentence are singular and require the article 'a.'

26. B

Former vs. Latter. 'Former' refers to the first of two things, 'latter' to the second.

27. B

Fewer vs. Less. 'Fewer' is used with countables and 'less' is used with uncountables.

28. A

'However' usage. 'However' usually has a comma before and after.

29. D

'However' Usage. 'However' usually has a comma before and after.

30. A

The third conditional is used for talking about an unreal situation (that did not happen) in the past. For example, "If I had studied harder, [if clause] I would have passed the exam [main clause]. Which is the same as, "I failed the exam, because I didn't study hard enough."

Part IV – Mathematics

1. A

1/3 X 3/4 = 3/12 = 1/4

2. D

75/1500 = 15/300 = 3/60 = 1/20

3. D

3.14 + 2.73 = 5.87 and 5.87 + 23.7 = 29.57

4. B

Spent 15% - 100% - 15% = 85%

5. C

125 : 500 is the same as 25 : 100 or 1 : 4. So the amount of salt will be 0.75/4 = 0.1875, or about .19 grams.

6. B

Total expenses = 5284.34 + $8,384.76 + $2,920.00 = $16,589.10

Profit = revenue less expenses

$19,304.56 - 16589.10 = $2,715.46

7. A

$5,000 at 4% = 5000 X 4/100

5000 X .4 = 200

So the total after one year will be $5,200

8. C

If each bus carries 36 students, and there are 144 students total, then 144/36 = 4 buses.

9. D

If a square is 5 feet tall, then the area will be 5 X 5 = 25.

10. D

Since there are 12 months in a year = 12 possibilities, the chance of guessing the correct month will be 1 in 12.

11. B

John's total will be 40% of 8.50 plus the tip of $1.30.

8.5 X 4/100 = 8.5 X .4 = 3.40

Total = 3.40 + 1.30 = $4.70.

12. D

If she has $8.75, that will equal 35 quarters. ($8.00 = 32 quarters and $.75 = 3 quarters, total 35 quarters).

She had 2 more quarters than she thought, so she had 35 - 2 = 33 quarters.

13. B

Suppose oranges in the basket before = x, Then: X + 8x/5 = 130, 5x + 8x = 650, so X = 50.

14. D

As price of all the single items is same and there are 13 total items. So the total cost will be 13 × 1.3 = $16.90. After 3.5 percent tax this amount will become 16.9×1.035=$17.50.

15. B

The distribution is at three different rates and amounts:

$6.4 per 20 kilograms to 15 shops … 20•15 = 300 kilograms distributed

$3.4 per 10 kilograms to 12 shops … 10•12 = 120 kilograms distributed

550 - (300 + 120) = 550 - 420 = 130 kilograms left. This amount is distributed by 5 kilogram portions. So, this means that there are 130/5 = 26 shops.

$1.8 per 130 kilograms.

We need to find the amount he earned overall these distributions.

$6.4 per 20 kilograms : 6.4•15 = $96 for 300 kilograms

$3.4 per 10 kilograms : 3.4•12 = $40.8 for 120 kilograms

$1.8 per 5 kilograms : 1.8•26 = $46.8 for 130 kilograms

So, he earned 96 + 40.8 + 46.8 = $ 183.6

The total cost of distribution is given as $10

The profit is found by: Money earned - money spent … It is important to remember that he bought 550 kilograms of potatoes for $165 at the beginning:

Profit = 183.6 - 10 - 165 = $8.6

16. C

1 yard = 3 feet, 3 yards = 3 feet x 3 = 9 feet

17. C

12t -10 = 14t + 2

Collect terms with the same variable on the same side, switching to negative if you bring terms over the equals sign.

-2t - 10 = 2

Collect number on the same side switching to negative if you bring terms over the equals sign.

-2t = -8

Divide both sides by -2.

-t = -4

t = 4

18. D

The price increased by $5 ($25-$20). The percent increase is 5/20 x 100 = 5 x 5 = 25%

19. C

The price decreased by $5 ($25-$20). The percent increase = 5/25 x 100 = 5 x 4 = 20%

20. B

305 X 25 = 7625

Part V - Logic

1. A

The number doubles each time.

2. D

The numbers decrease by 6 each time.

3. C

Each number is the sum of the previous two numbers.

4. C

The only certain thing is Ben and Ted are inseparable.

5. B

The only certain thing is Karen is fond of gardening.

6. C

The only certain thing is Tom is a stamp collector.

7. D

The only certain thing is mother bought fruits and vegetables.

8. C

The only certain thing is they are twins.

9. C

Brittany's mark is the highest.

According to condition 1, the order is:

Emily

Peter

Brad

With condition 2,

Emily

Peter

Brad

Brittany

With condition 3,

Emily

Peter

Andrew

Brad

Brittany

The list is from lowest at the top to highest at the bottom, so Brittany's mark is the highest.

10. C

Linda appears in the first and third sentence and so do 'Z' and 'W,' so it must be one of the two. 'Z' is in the same position as Linda in the first

sentence and can be eliminated, so Linda must be 'W.'

11. D

'Like' is in all three sentences, so it must be 'B,' 'O' or 'V.' The only one of these three to appear in the third sentence is 'V,' so it must be 'like.'

Richmond

Majestic

Oak

Birch

Arbutus

Stopped Here

Accident

N
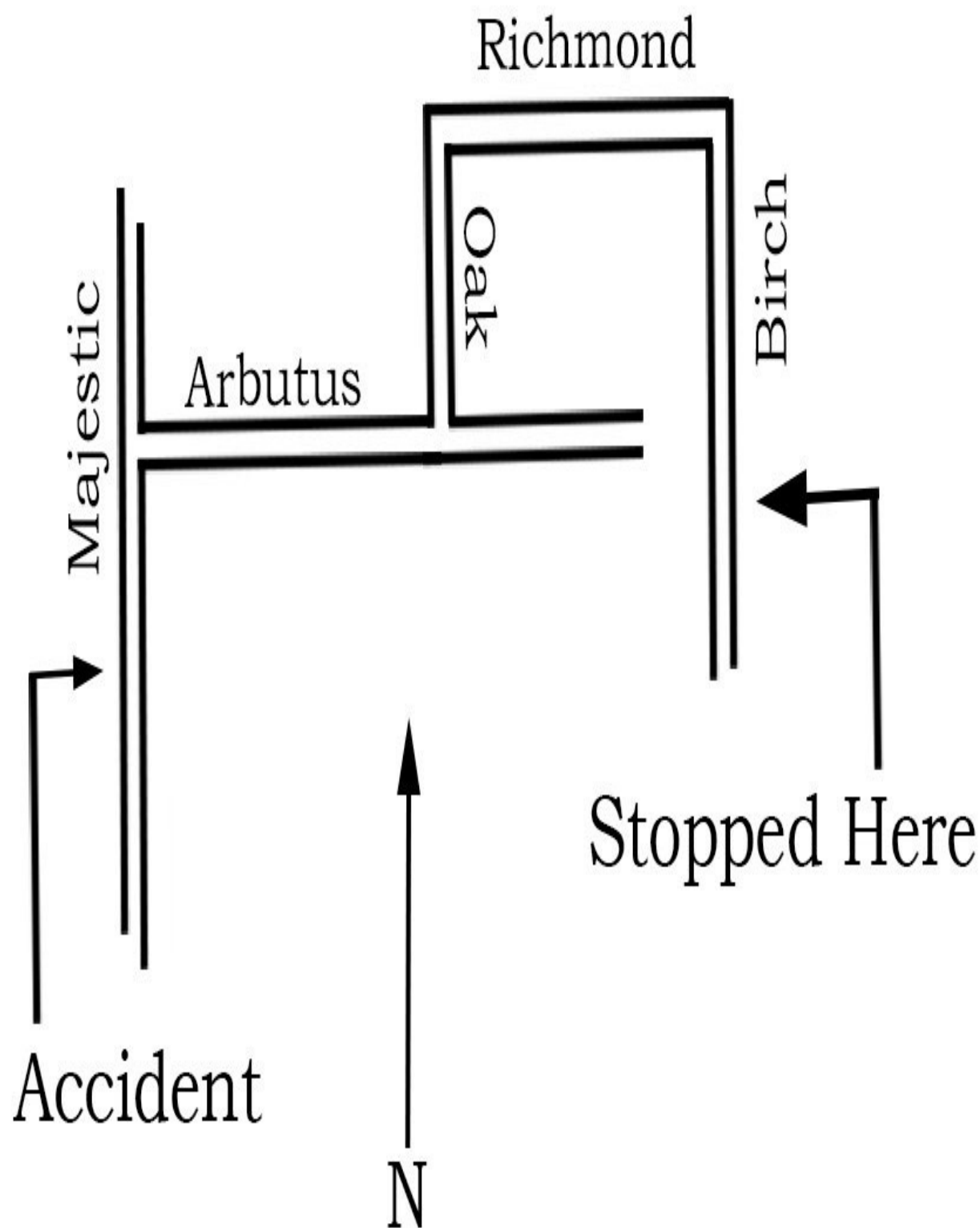
12. C

The vehicle was traveling east on Arbutus.

13. C

The vehicle was traveling east on Richmond.

14. A

C, D, A, B is the correct sequence.

c. Dispatch reports a beach party

d. You approach a group of teens

a. Teens refuse to give their names

b. Several teens flee the scene

15. D

B, D, C, A is the correct sequence.

b. A suspect gives his name as Andrew Jones and is released.

d. A records check reveals a person fitting his description is actually Robert Smith with a lengthy list of priors.

c. The suspect is later arrested by other officers.

a. Robert Smith is charged.

Practice Test Questions Set 2

The questions below are not the same as you will find on the RCMP - that would be too easy! And nobody knows what the questions will be and they change all the time. Below are general questions that cover the same subject areas as the RCMP. So the format and exact wording of the questions may differ slightly, and change from year to year, if you can answer the questions below, you will have no problem with the RCMP.

For the best results, take these Practice Test Questions as if it were the real exam. Set aside time when you will not be disturbed, and a location that is quiet and free of distractions. Read the instructions carefully, read each question carefully, and answer to the best of your ability.

Use the bubble answer sheets provided. When you have completed the Practice Questions, check your answer against the Answer Key and read the explanation provided.

Do not attempt more than one set of practice test questions in one day. After completing the first practice test, wait two or three days before attempting the second set of questions.

Reading Comprehension - 20 Questions

Observation – 7 Questions

Professional Judgment: 10 Questions

Recognition/Identification – 3 Questions

Composition – 20 questions

Math - 20 questions

Logic – 20 questions

Reading Comprehension

	A	B	C	D
1	○	○	○	○
2	○	○	○	○
3	○	○	○	○
4	○	○	○	○
5	○	○	○	○
6	○	○	○	○
7	○	○	○	○
8	○	○	○	○
9	○	○	○	○
10	○	○	○	○
11	○	○	○	○
12	○	○	○	○
13	○	○	○	○
14	○	○	○	○
15	○	○	○	○
16	○	○	○	○
17	○	○	○	○
18	○	○	○	○
19	○	○	○	○
20	○	○	○	○

Judgment, Recognition and Observation

	A	B	C	D
1	○	○	○	○
2	○	○	○	○
3	○	○	○	○
4	○	○	○	○
5	○	○	○	○
6	○	○	○	○
7	○	○	○	○
8	○	○	○	○
9	○	○	○	○
10	○	○	○	○
11	○	○	○	○
12	○	○	○	○
13	○	○	○	○
14	○	○	○	○
15	○	○	○	○
16	○	○	○	○
17	○	○	○	○
18	○	○	○	○
19	○	○	○	○
20	○	○	○	○

Composition

	A	B	C	D
1	○	○	○	○
2	○	○	○	○
3	○	○	○	○
4	○	○	○	○
5	○	○	○	○
6	○	○	○	○
7	○	○	○	○
8	○	○	○	○
9	○	○	○	○
10	○	○	○	○
11	○	○	○	○
12	○	○	○	○
13	○	○	○	○
14	○	○	○	○
15	○	○	○	○
16	○	○	○	○
17	○	○	○	○
18	○	○	○	○
19	○	○	○	○
20	○	○	○	○

Math

Logic

	A	B	C	D
1	○	○	○	○
2	○	○	○	○
3	○	○	○	○
4	○	○	○	○
5	○	○	○	○
6	○	○	○	○
7	○	○	○	○
8	○	○	○	○
9	○	○	○	○
10	○	○	○	○
11	○	○	○	○
12	○	○	○	○
13	○	○	○	○
14	○	○	○	○
15	○	○	○	○
16	○	○	○	○
17	○	○	○	○
18	○	○	○	○
19	○	○	○	○
20	○	○	○	○

Reading Comprehension

Questions 1 - 3 refer to the following passage.

Passage 1 - The Crusades

In 1095 Pope Urban II proclaimed the First Crusade with the intent and stated goal to restore Christian access to holy places in and around Jerusalem. Over the next 200 years there were 6 major crusades and numerous minor crusades in the fight for control of the "Holy Land." Historians are divided on the real purpose of the Crusades, some believing that it was part of a purely defensive war against Islamic conquest; some see them as part of a long-running conflict at the frontiers of Europe; and others see them as confident, aggressive, papal-led expansion attempts by Western Christendom. The impact of the crusades was profound, and judgment of the Crusaders ranges from laudatory to highly critical. However, all agree that the Crusades and wars waged during those crusades were brutal and often bloody. Several hundred thousand Roman Catholic Christians joined the Crusades, they were Christians from all over Europe.

Europe at the time was under the Feudal System, so while the Crusaders made vows to the Church, they also were beholden to their Feudal Lords. This led to the Crusaders not only fighting the Saracen, the commonly used word for Muslim at the time, but also each other for power and economic gain in the Holy Land. This infighting between the Crusaders is why many historians hold the view that the Crusades were simply a front for Europe to invade the Holy Land for economic gain in the name of the Church. Another factor contributing to this theory is that while the army of crusaders marched towards Jerusalem they pillaged the land as they went. The church and feudal Lords vowing to return the land to its original beauty, and inhabitants, this rarely happened though, as the Lords often kept the land for themselves. A full 800 years after the Crusades, Pope John

Paul II expressed his sorrow for the massacre of innocent people and the lasting damage that the Medieval church caused in that area of the World.

1. What can all historians agree on concerning the

Crusades?

a. It achieved great things

b. It stabilized the Holy Land

c. It was bloody and brutal

d. It helped defend Europe from the Byzantine Empire

2. What impact did the feudal system have on the

Crusades?

a. It unified the Crusaders

b. It helped gather volunteers

c. It had no effect on the Crusades

d. It led to infighting, causing more damage than good

3. What does Saracen mean?

a. Muslim

b. Christian

c. Knight

d. Holy Land

Questions 4 - 7 refer to the following passage.

ABC Electric Warranty

ABC Electric Company warrants that its products are free from defects in material and workmanship. Subject to the conditions and limitations set forth below, ABC Electric will, at its option, either repair or replace any part of its products that prove defective due to improper workmanship or

materials.

This limited warranty does not cover any damage to the product from improper installation, accident, abuse, misuse, natural disaster, insufficient or excessive electrical supply, abnormal mechanical or environmental conditions, or any unauthorized disassembly, repair, or modification.

This limited warranty also does not apply to any product on which the original identification information has been altered, or removed, has not been handled or packaged correctly, or has been sold as second-hand.

This limited warranty covers only repair, replacement, refund or credit for defective ABC Electric products, as provided above.

4. I tried to repair my ABC Electric blender, but could not, so can I get it repaired under this warranty?

a. Yes, the warranty still covers the blender

b. No, the warranty does not cover the blender

c. Uncertain. ABC Electric may or may not cover repairs under this warranty

5. My ABC Electric fan is not working. Will ABC Electric provide a new one or repair this one?

a. ABC Electric will repair my fan

b. ABC Electric will replace my fan

c. ABC Electric could either replace or repair my fan can request either a replacement or a repair.

6. My stove was damaged in a flood. Does this warranty cover my stove?

a. Yes, it is covered.

b. No, it is not covered.

c. It may or may not be covered.

d. ABC Electric will decide if it is covered

7. Which of the following is an example of improper workmanship?

a. Missing parts

b. Defective parts

c. Scratches on the front

d. None of the above

Questions 8 – 11 refer to the following passage.

Passage 2 - Women and Advertising

Only in the last few generations have media messages been so widespread and so readily seen, heard, and read by so many people. Advertising is an important part of both selling and buying anything from soap to cereal to jeans. For whatever reason, more consumers are women than are men. Media message are subtle but powerful, and more attention has been paid lately to how these message affect women.

Of all the products that women buy, makeup, clothes, and other stylistic or cosmetic products are among the most popular. This means that companies focus their advertising on women, promising them that their product will make her feel, look, or smell better than the next company's product will. This competition has resulted in advertising that is more and more ideal and less and less possible for everyday women. However, because women do look to these ideals and the products they represent as how they can potentially

become, many women have developed unhealthy attitudes about themselves when they have failed to become those ideals.

In recent years, more companies have tried to change advertisements to be healthier for women. This includes featuring models of more sizes and addressing a huge outcry against unfair tools such as airbrushing and photo editing. There is debate about what the right balance between real and ideal is, because fashion is also considered art and some changes are made to purposefully elevate fashionable products and signify that they are creative, innovative, and the work of individual people. Artists want their freedom protected as much as women do, and advertising agencies are often caught in the middle.

Some claim that the companies who make these changes are not doing enough. Many people worry that there are still not enough models of different sizes and different ethnicities. Some people claim that companies use this healthier type of advertisement not for the good of women, but because they would like to sell products to the women who are looking for these kinds of messages. This is also a hard balance to find: companies need to make money, and women need to feel respected.

While the focus of this change has been on women, advertising can also affect men, and this change will hopefully be a lesson on media for all consumers.

8. The second paragraph states that advertising focuses on women

a. to shape what the ideal should be

b. because women buy makeup

c. because women are easily persuaded

d. because of the types of products that women buy

9. According to the passage, fashion artists and female consumers are at odds because

a. there is a debate going on and disagreement drives people apart

b. both of them are trying to protect their freedom to do something

c. artists want to elevate their products above the reach of women

d. women are creative, innovative, individual people

10. The author uses the phrase "for whatever reason" in this passage to

a. keep the focus of the paragraph on media messages and not on the differences between men and women

b. show that the reason for this is unimportant

c. argue that it is stupid that more women are consumers than men

d. show that he or she is tired of talking about why media messages are important

11. This passage suggests that

a. advertising companies are still working on making their messages better

b. all advertising companies seek to be more approachable for women

c. women are only buying from companies that respect them

d. artists could stop producing fashionable products if they feel bullied

Questions 12 - 15 refer to the following passage.

FDR, the Treaty of Versailles, and the Fourteen Points

At the conclusion of World War I, those who had won the war and those who were forced to admit defeat welcomed the end of the war and expected that a peace treaty would be signed. The American president, Franklin D.

Roosevelt, played an important part in proposing what the agreements should be and did so through his Fourteen Points.

World War I had begun in 1914 when an Austrian archduke was assassinated, leading to a domino effect that pulled the world's most powerful countries into war on a large scale. The war catalysed the creation and use of deadly weapons that had not previously existed, resulting in a great loss of soldiers on both sides of the fighting. More than 9 million soldiers were killed.

The United States agreed to enter the war right before it ended, and many believed that its decision to become finally involved brought on the end of the war. FDR made it very clear that the U.S. was entering the war for moral reasons and had an agenda focused on world peace. The Fourteen Points were individual goals and ideas (focused on peace, free trade, open communication, and self-reliance) that FDR wanted the power nations to strive for now that the war had ended. He was optimistic and had many ideas about what could be accomplished through, and during the post-war peace. However, FDR's fourteen points were poorly received when he presented them to the leaders of other world powers, many of whom wanted only to help their own countries and to punish the Germans for fueling the war, and they fell by the wayside. World War II was imminent, for Germany lost everything.

Some historians believe that the other leaders who participated in the Treaty of Versailles weren't receptive to the Fourteen Points because World War I was fought almost entirely on European soil, and the United States lost much less than did the other powers. FDR was in a unique position to determine the fate of the war, but doing it on his own terms did not help accomplish his goals. This is only one historical example of how the United State has tried to use its power as an important country, but found itself limited because of geological or ideological factors.

12. The main idea of this passage is that

a. World War I was unfair because no fighting took place in America

b. World War II happened because of the Treaty of Versailles

c. the power the United States has to help other countries also prevents it from helping other countries

d. Franklin D. Roosevelt was one of the United States' smartest presidents

13. According to the second paragraph, World War I started because

a. an archduke was assassinated

b. weapons that were more deadly had been developed

c. a domino effect of allies agreeing to help each other

d. the world's most powerful countries were large

14. The author includes the detail that 9 million soldiers were killed

a. to demonstrate why European leaders were hesitant to accept peace

b. to show the reader the dangers of deadly weapons

c. to make the reader think about which countries lost the most soldiers

d. to demonstrate why World War II was imminent

15. According to this passage, the word catalysed means

a. analyzed

b. sped up

c. invented

d. funded

Questions 16 - 19 refer to the following passage.

Chocolate Chip Cookies

3/4 cup sugar

3/4 cup packed brown sugar

1 cup butter, softened

2 large eggs, beaten

1 teaspoon vanilla extract

2 1/4 cups all-purpose flour

1 teaspoon baking soda

3/4 teaspoon salt

2 cups semisweet chocolate chips

If desired, 1 cup chopped pecans, or chopped walnuts.

Preheat oven to 375 degrees.

Mix sugar, brown sugar, butter, vanilla and eggs in a large bowl. Stir in flour, baking soda, and salt. The dough will be very stiff.

Stir in chocolate chips by hand with a sturdy wooden spoon. Add the pecans, or other nuts, if desired. Stir until the chocolate chips and nuts are evenly dispersed.

Drop dough by rounded tablespoonfuls 2 inches apart onto a cookie sheet.

Bake 8 to 10 minutes, or, until light brown. Cookies may look underdone, but they will finish cooking after you take them out of the oven.

16. What is the correct order for adding these ingredients?

a. Brown sugar, baking soda, chocolate chips

b. Baking soda, brown sugar, chocolate chips

c. Chocolate chips, baking soda, brown sugar

d. Baking soda, chocolate chips, brown sugar

17. What does sturdy mean?

a. Long

b. Strong

c. Short

d. Wide

18. What does disperse mean?

a. Scatter

b. To form a ball

c. To stir

d. To beat

19. When can you stop stirring the nuts?

a. When the cookies are cooked.

b. When the nuts are evenly distributed.

c. When the nuts are added.

d. After the chocolate chips are added.

Questions 20 refers to the following passage.

Passage 5 - What Is Mardi Gras?

Mardi Gras is fast becoming one of the South's most famous and most celebrated holidays. The word Mardi Gras comes from the French and the literal translation is "Fat Tuesday". The holiday has also been called Shrove Tuesday, due to its associations with Lent. The purpose of Mardi Gras is to celebrate and enjoy before the Lenten season of fasting and repentance begins.

What originated by the French Explorers in New Orleans, Louisiana in the 17th century is now celebrated all over the world. Panama, Italy, Belgium and Brazil all host large scale Mardi Gras celebrations, and many smaller cities and towns celebrate this fun loving Tuesday as well. Usually held in February or early March, Mardi Gras is a day of extravagance, a day for people to eat, drink and be merry, to wear costumes, masks and to dance to jazz music.

The French explorers on the Mississippi River would be in shock today if they saw the opulence of the parades and floats that grace the New Orleans streets during Mardi Gras these days. Parades in New Orleans are divided by organizations. These are more commonly known as Krewes. Being a member of a Krewe is quite a task because Krewes are responsible for overseeing the parades. Each Krewe's parade is ruled by a Mardi Gras "King and Queen". The role of the King and Queen is to "bestow" gifts on their adoring fans as the floats ride along the street. They throw doubloons, which is fake money and usually colored green, purple and gold, which are the colors of Mardi Gras. Beads in those color shades are also thrown and cups are thrown as well. Beads are by far the most popular souvenir of any Mardi Gras parade, with each spectator attempting to gather as many as possible.

20. The purpose of Mardi Gras is to

a. Repent for a month.

b. Celebrate in extravagant ways.

c. Be a member of a Krewe.

d. Explore the Mississippi.

Part II - Observation, Professional Judgment, Recognition and

Identification

Directions: You have five minutes to memorize the following information. Do not write anything down. Questions follow on page 228.

Name: Janet Benoit

Description: Caucasian female with shoulder length hair. Heart tattoo on right arm.

Wanted for: Child neglect
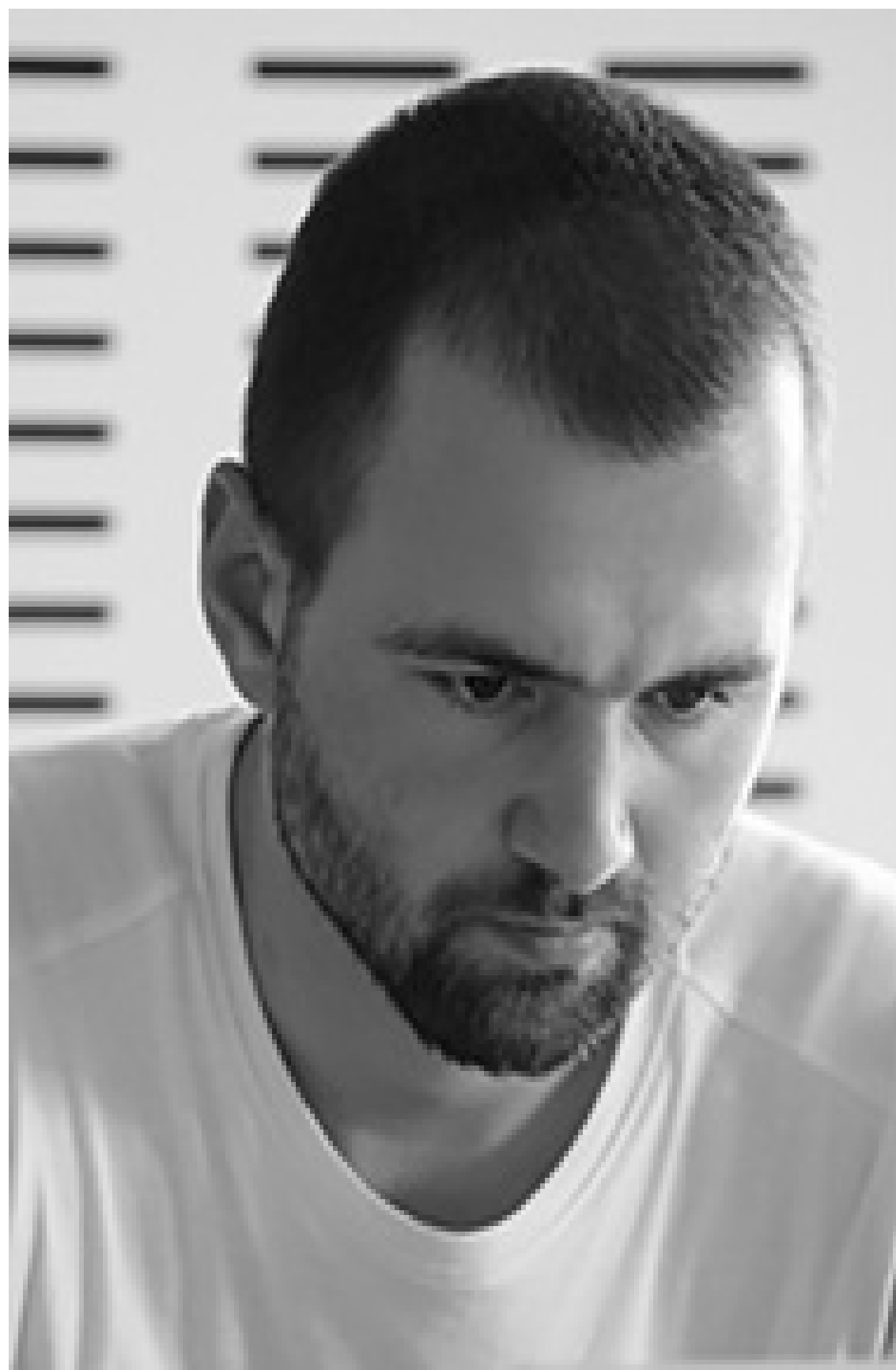
Name: Robby Valence

Description: 5 ft 5 in Caucasian male, stocky build, no identifying marks

Wanted for: Armed Robbery

Make and Model: Volkswagen Passat

License: British Columbia MN1 23C

Wanted in Connection with: Dangerous Driving

Make and Model: Volkswagen Phaeton

License: Ontario MUYR-123

Wanted in Connection with: Fraud

Name: Nathan Abraham

Description: Black Canadian Male, 5 ft 1 in. no identifying features

Wanted for: Domestic Assault

Name: Jeffrey Crisp

Description: 5 ft 6 in Caucasian male, slight build, no identifying marks

Wanted for: Sexual Assault

Make and Model: Modified Honda Accord

License: Quebec A12 BRP

Wanted for: Homicide

Make and Model: Modified Chevrolet Truck

License: Yukon RTJ12

Wanted in Connection with: Uttering Threats

Professional Judgment

Scenario: You are called to a robbery and see two cars leaving the scene at high speed. You give chase, however, the cars are driving at very high speed and driving very dangerously.

1. What should you do?

a. Call dispatch with as much information as possible

b. Follow the cars and match their speed.

c. Follow the cars at a high but safe speed, even if you fall behind

d. Follow the cars but do not exceed the speed limit.

Scenario: You are in a meeting with several colleagues from a neighboring municipality, discussing the events of last night. A radio call comes in reporting an officer needing assistance. The location is very close to your station.

2. What should you do?

a. Continue with the meeting as others officers will respond.

b. Leave the meeting immediately and respond to the call

c. Invite the other officers to respond to the call with you

d. Wrap up the meeting early and respond to the call

Scenario: You attend a noise complaint and are questioning several teenagers. They have numerous chocolate bars in their pockets and there are chocolate bar wrappers on the ground around them. The teenagers refuse to speak with you unless you arrest them.

3. What should you do?

a. Call the station and ask if there has been any thefts nearby

b. Arrest the teenagers

c. Demand that they provide you with their names

d. Accuse them of stealing the chocolate bars

Scenario: You are on your lunch break in a local restaurant with your partner. A person approaches you in a panic saying there is a man having a heart attack in the next building.

4. What should you do?

a. Politely tell the person you are having lunch but will radio in the call.

b. Leave lunch immediately and investigate the report

c. Finish you lunch and tell your junior partner to attend to the complaint

d. Ignore the complaint

Scenario: You apprehend a black suspect apparently leaving the scene of a break and enter. The suspect accuses you of racial profiling.

5. What should you do?

a. Release the suspect to avoid an ugly scene

b. Deny the accusation and continue

c. Explain that you have found him apparently leaving the scene of a crime and would like to ask some questions

d. Explain the police policy on racial profiling

The black suspect still insists that you are stopping his because of his race and refuses to answer any questions.

What should you do?

a. You have already explained that you have found him at the scene of a break and enter, and would like to ask some questions. The next step is to explain that if he continues to refuse, you will have to take him to the station for questioning.

b. Arrest him immediately

c. Explain the situation again

d. Avoid an ugly scene and allow him to go

Scenario: You are patrolling a local street and find a couple having a heated argument.

7. What should you do?

a. Tell the couple to stop arguing

b. Ask if everything is OK

c. Listen to the argument and try to resolve

d. Listen to the argument and take the side of the best argument

Recognition and Identification

8. Choose the person that matches the suspect below.

a.   b.

c.   d.

9. Choose the person that matches the suspect below.

a.   b.

c.   d.

10. Choose the person that matches the suspect below.
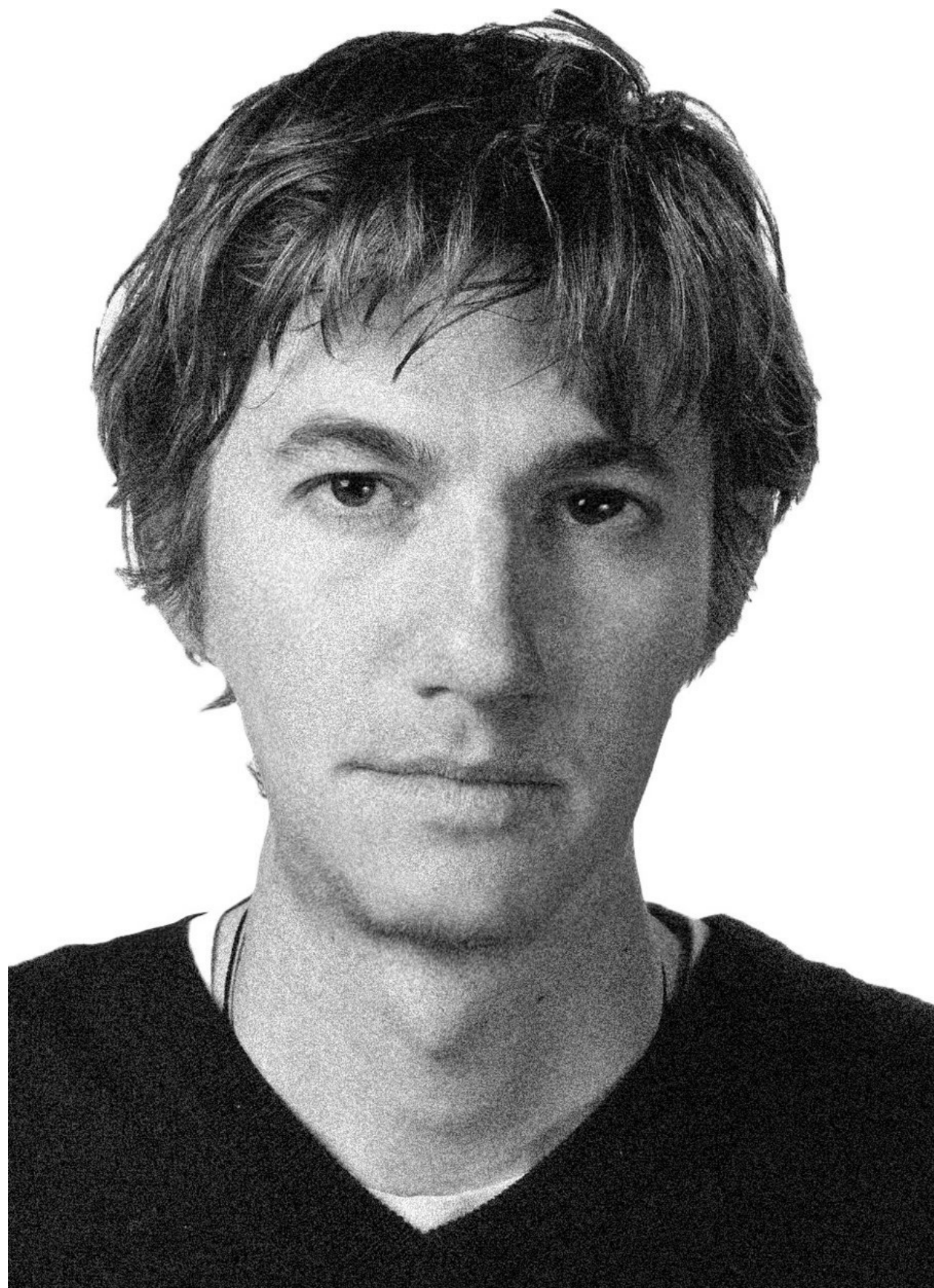
a.   b.

c.   d.

Observation

Questions 11 - 15 refer to the information on pages

211 - 214.

11. Who is wanted for child neglect?

a. Robby Valence

b. Janet Benoit

c. Jeffrey Crisp

d. Nathan Abraham

12. Who is wanted for sexual assault?

a. Robby Valence

b. Janet Benoit

c. Jeffrey Crisp

d. Nathan Abraham

13. What province is the Volkswagen Phaeton from?

a. Yukon

b. Quebec

c. Ontario

c. British Columbia

14. What is Nathan Abraham wanted for?

a. Sexual Assault

b. Armed Robbery

c. Child Neglect

d. Domestic Assault

15. What province is the modified Chevrolet truck from?

a. Yukon

b. Quebec

c. Ontario

c. British Columbia

Part III - Composition

1. Choose the best definition of anecdote.

a. A short account of an incident

b. Something that comes before

c. The use of humor, irony, exaggeration, or ridicule

d. Constant fluctuations

2. Choose the adjective that means shocking, terrible or wicked.

a. Pleasantries

b. Heinous

c. Shrewd

d. Provincial

3. Choose the noun that means a person or thing that tells or announces the coming of someone or something.

a. Harbinger

b. Evasion

c. Bleak

d. Craven

4. Choose a word that means the same as the underlined word.

He wasn't especially generous. All the servings were very judicious.

a. Abundant

b. Careful

c. Extravagant

d. Careless

5. Fill in the blank.

Because of the growing use of _____as a fuel, corn production has greatly increased.

a. Alcohol

b. Ethanol

c. Natural gas

d. Oil

6. Fill in the blank.

In heavily industrialized areas, the pollution of the air causes many to develop _____ diseases.

a. Respiratory

b. Cardiac

c. Alimentary

d. Circulatory

7. Choose the best definition of inherent.

a. To receive money in a will

b. An essential part of

c. To receive money from a will

d. None of the above

8. Choose the best definition of vapid.

a. adj. tasteless or bland

b. v. To inflict, as a revenge or punishment

c. v. to convert into gas

d. v. to go up in smoke

9. Choose the best definition of waif.

a. n. a sick and hungry child

b. n. an orphan staying in a foster home

c. n. homeless child or stray

d. n. a type of French bread eaten with cheese

10. Choose the adjective that means similar or identical.

a. Soluble

b. Assembly

c. Conclave

d. Homologous

11. Choose the correct spelling.

a. Correspondence

b. Corespodence

c. Correspodence

d. Correspomdence

12. Choose the correct spelling.

a. Henmorrhage

b. Hemmorrhage

c. Hemorrhage

d. Hemorhage

13. Choose the correct spelling.

a. Enviromnment

b. Environment

c. Environiment

d. Enviromment

14. Choose the correct spelling.

a. Govermment

b. Goverment

c. Govenment

d. Government

15. Choose the correct spelling.

a. Conceeve

b. Concieve

c. Conceive

d. Conceve

16. Choose the correct spelling.

a. Describe

b. Decribe

c. Decsribe

d. Discribe

17. Choose the correct spelling.

a. Liqour

b. Liquor

c. Liquer

d. Liquour

18. Choose the correct spelling.

a. Succesful

b. Sucessful

c. Sucessfull

d. Successful

19. Choose the correct spelling.

a. Huricane

b. Hurricane

c. Huricane

d. Hurriccane

20. Choose the correct spelling.

a. Precede

b. Preccede

c. Precceed

d. Preceed

21. Choose the sentence below with the correct punctuation.

a. There are many species of owls, the Great-Horned Owl, the Snowy Owl, and the Western Screech Owl, and the Barn Owl.

b. There are many species of owls, the Great-Horned Owl: the Snowy Owl: and the Western Screech Owl, and the Barn Owl.

c. There are many species of owls: the Great-Horned Owl, the Snowy Owl, and the Western Screech Owl, and the Barn Owl.

d. There are many species of owls: the Great-Horned Owl, the Snowy Owl, and the Western Screech Owl, and the Barn Owl.

22. Choose the sentence below with the correct punctuation.

a. In his most famous speech, Reverend King proclaimed: "I have a dream!"

b. In his most famous speech, Reverend King proclaimed; "I have a dream!"

c. In his most famous speech, Reverend King proclaimed. "I have a dream!"

d. In his most famous speech: Reverend King proclaimed, "I have a dream!"

23. Choose the sentence below with the correct punctuation.

a. Puzzled — Joe said, "You aren't going to pay me until ?"

b. Puzzled, Joe said, "You aren't going to pay me until ?"

c. Puzzled, Joe said, "You aren't going to pay me until —?"

d. Puzzled, Joe said, "You aren't going to pay me until, ?"

24. Choose the sentence with the correct usage.

a. Vegetables are a healthy food; eating them can make you more healthful.

b. Vegetables are a healthful food; eating them can make you more healthful.

c. Vegetables are a healthy food; eating them can make you more healthy.

d. Vegetables are a healthful food; eating them can make you more healthy.

25. Choose the sentence with the correct usage.

a. When James went into his room, he found that his clothes had been put in the closet.

b. When James went in his room, he found that his clothes had been put in the closet.

c. When James went into his room, he found that his clothes had been put into the closet.

d. When James went in his room, he found that his clothes had been put into the closet.

26. Choose the sentence with the correct usage.

a. After you lay the books on the counter, you may lay down for a nap.

b. After you lie the books on the counter, you may lay down for a nap.

c. After you lay the books on the counter, you may lie down for a nap.

d. After you lay the books on the counter, you may lay down for a nap.

27. Choose the sentence with the correct usage.

a. He did not have to loose the race; if only his shoes weren't so lose!

b. He did not have to lose the race; if only his shoes weren't so loose!

c. He did not have to loose the race; if only his shoes weren't so lose!

d. He did not have to lose the race; if only his shoes weren't so lose!

28. Choose the sentence with the correct usage.

a. The attorney did not want to prosecute the defendant; his goal was to prosecute the guilty party.

b. The attorney did not want to persecute the defendant; his goal was to persecute the guilty party.

c. The attorney did not want to prosecute the defendant; his goal was to persecute the guilty party.

d. The attorney did not want to persecute the defendant; his goal was to prosecute the guilty party.

29. Choose the sentence with the correct usage.

a. The speeches must precede the election; the election cannot proceed without hearing from the candidates.

b. The speeches must precede the election; the election cannot precede without hearing from the candidates.

c. The speeches must proceed the election; the election cannot precede without hearing from the candidates.

d. The speeches must proceed the election; the election cannot proceed without hearing from the candidates.

30. Choose the sentence with the correct usage.

a. Before a lawyer can rise an objection, he must first rise to his feet.

b. Before a lawyer can raise an objection, he must first raise to his feet.

c. Before a lawyer can raise an objection, he must first rise to his feet.

d. Before a lawyer can rise an objection, he must first raise to his feet.

Part IV – Math

1. Estimate 2009 x 108.

a. 110,000

b. 2,0000

c. 21,000

d. 210,000

2. Richard sold 12 shirts for total revenue of $336 at 8% profit. What is the purchase price of each shirt?

a. $25.76

b. $24.50

c. $23.75

d. $22.50

3. Calculate (3a + 4b) * d when A = 2, b = 4 and d = 8

a. 40

b. 150

c. 112

d. 176

4. c = 4, n = 5 and x = 3. Calculate 2cnx/2n

a. 12

b. 50

c. 8

d. 21

5. If a = 12 and b = 8, solve 6b - a + 2a

a. 12/9

b. 18

c. 16

d. 12

6. Solve √121

a. 11

b. 12

c. 21

d. None of the above

7. In a local election at polling station A, 945 voters cast their vote out of 1270 registered voters. At polling station B, 860 cast their vote out of 1050 registered voters and at station C, 1210 cast their vote out of 1440 registered voters. What was the total turnout including all three polling stations?

a. 70%

b. 74%

c. 76%

d. 80%

8. In a factory, the average salary of all employees is $125. The average salary of 10 managers is $300 and average salary of workers is $100. What is the total number of employees?

a. 30

b. 40

c. 25

d. 50

9. In a 30 minute test there are 40 problems. A student solved 28 problems in first 25 minutes. How many seconds should she give to each of the remaining problems?

a. 20 seconds

b. 23 seconds

c. 25 seconds

d. 27 seconds

10. The total expense of building a fence around a square-shaped field is $2000 at a rate of $5 per meter. What is the length of one side?

a. 80 meters

b. 100 meters

c. 40 meters

d. 320 meters

11. In a class of 83 students, 72 are present. What percent of student is absent? Provide answer up to two significant digits.

a. 12

b. 13

c. 14

d. 15

12. If Lynn can type a page in p minutes, what portion of the page can she do in 5 minutes?

a. p/5

b. p – 5

c. p + 5

d. 5/p

13. A worker's weekly salary was increased by 30%. If his new salary is $150, what was his old salary?

a. $120.00

b. $99.15

c. $109.00

d. $115.40

14. Brad has agreed to buy everyone a Coke. Each drink costs $1.89, and there are 5 friends. Estimate Brad's cost.

$7

$8

$10

$12
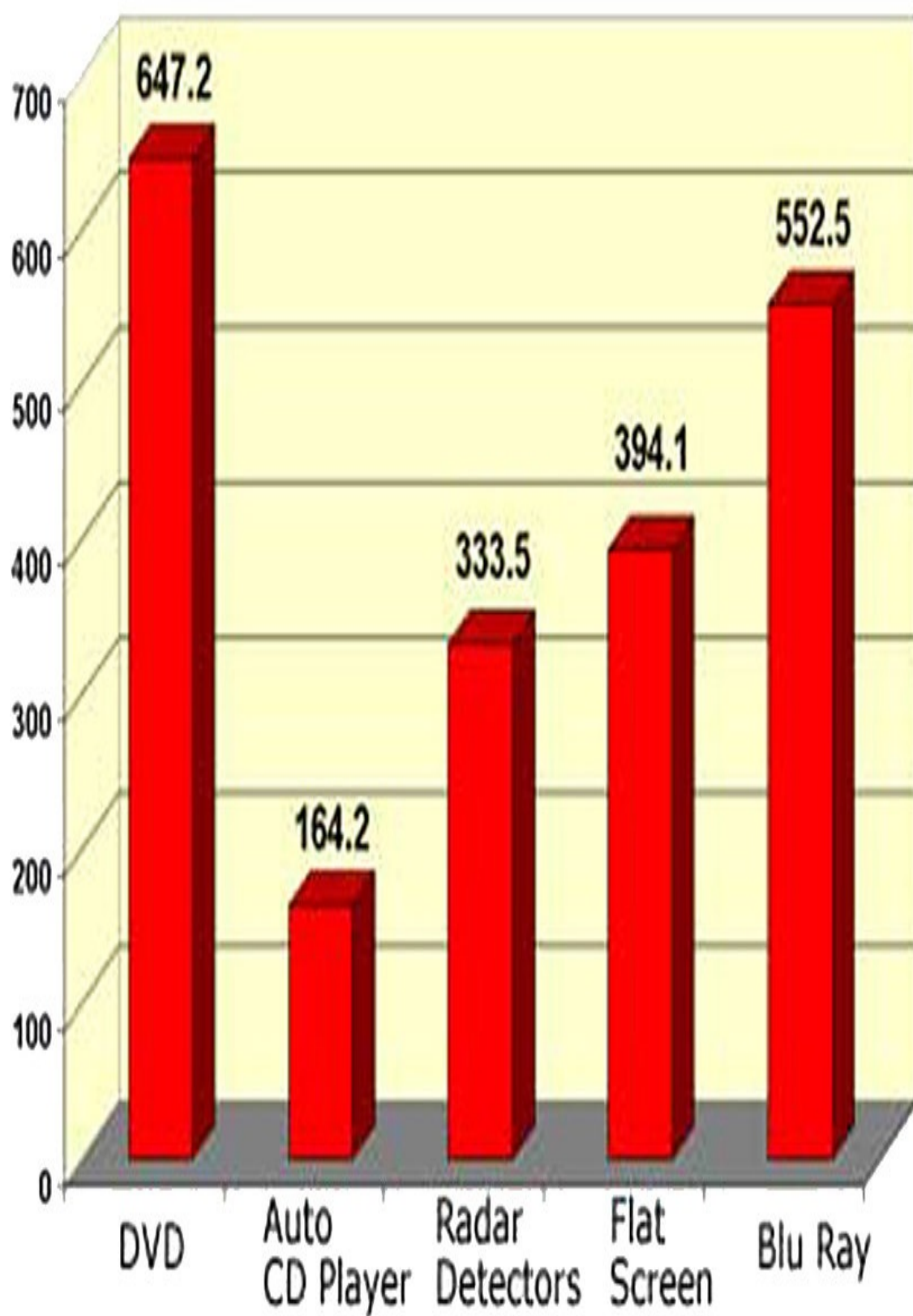
15. Consider the graph above. What is the third best-selling product?

a. Radar Detectors

b. Flat Screen TV

c. Blu Ray

d. Auto CD Players

16. Which two products are the closest in the number of sales?

a. Blu Ray and Flat Screen TV

b. Flat Screen TV and Radar Detectors

c. Radar Detectors and Auto CD Players

d. DVD players and Blu Ray

17. Great Britain has a Value Added Tax of 15%. A shop sells a camera for $545. If the VAT is included in the price, what is the actual cost of the camera?

a. $490.40

b. $473.91

c. $505.00

d. $503.15

18. The owner of a pet store decided to increase the cost of all reptiles 45%. If the initial cost of a reptile was $200, what is the new cost?

a. $230

b. $300

c. $319

d. $245

19. 5 men have to share a load weighing 10kg 550g equally among themselves. How much will each man have to carry?

a. 900 g

b. 1.5 kg

c. 3 kg

d. 2 kg 110 g

20. Peter drives 4 blocks to school and back every day. How many blocks does he drive in 5 days?

a. 20

b. 30

c. 40

d. 50

Part V - Logic

1. Consider the following sequence: 3, 5, 10, 12, 24, ... What 2 numbers should come next?

a. 48, 58

b. 26, 28

c. 48, 50

d. 26, 52

2. Consider the following sequence: 1000, 992, 984, 976, ... What 2 numbers should come next?

a. 968, 961

b. 967, 960

c. 968, 960

d. 970, 964

3. Consider the following sequence: 0.1, 0.3, 0.9, 2.7, ... What 2 numbers should come next?

a. -8.1, -24.3

b. 8.1, 24.3

c. 5.4, 10.8

d. -5.4, -10.8

4. Consider the following sequence: 32, 16, 8, 4, … What 3 numbers should come next?

a. 2, 1, 0.5

b. 2, 0,-2

c. 0,-4,-8

d. 2, 1, 0

5. Jane spends her free time reading. She likes to read books, magazines, and even newspapers. She reads stories about adventures and fairy tales.

a. Jane likes to watch television.

b. Jane spends her free time writing stories.

c. Jane's hobby is reading.

d. Jane reads stories in school.

6. The body is made up of many bones. The skull protects the head. The ribs protect the chest. There are also small bones that protect the ears.

a. Bones are connected to the muscles.

b. Bones are present in the stomach.

c. Animals have bones.

d. Bones protect different parts of the body.

7. Trees give off oxygen. They also provide shade during sunny days. Some trees bear fruits while others are used to build houses.

a. Trees have many purposes.

b. Trees aren't important to men.

c. Birds build nests in trees.

d. Roots and trunk are parts of a tree.

8. At a liquor store, five cases of beer are stacked. There are five different types, including, Coors, Budweiser, Heineken, Molsons and Carling Lager.

1. The Coors is higher than the Carling Lager.

2. There are two cases between the Carling Lager and Heineken cases.

3. The Budweiser case is third from the top.

If the bottom case is Carling Lager, which case is on top?

a. Molsons

b. Coors

c. Heineken

d. Either Molsons or Coors

Instructions for questions 9 and 10.

1. each letter always represents the same word.

2. each word is represented by one letter.

3. the letters are not necessarily in the same order as the words.

M O R T W means

Peter loves to text Brittany

M N X T R means

Susan loves to text Mark

Q M X R T means

Andrea loves to text Susan

M Z R O Y means

Gabriel wants to email Peter.

9. What letter is "Andrea?"

a. R

b. M

c. Q

d. Cannot be determined

10. What word is "Z?"

a. Text

b. Susan

c. Gabriel

d. Cannot be determined.

Scenario: You attend a break and enter and see the suspect leaving the house on Granite St., and runs north. He then turns right on San Pedro, and left on Birch. He cuts through a property on Birch and exits on Richmond. You see him taking the shortcut and continue on San Pedro, turn left on Richmond, and apprehend the suspect on Richmond as he exits the property.

11. What direction was the suspect traveling on San Pedro?

a. North

b. South

c. East

d. West

12. What direction was the suspect traveling on Birch?

a. North

b. South

c. East

d. West

13. When you turned left on Richmond, what direction were you traveling?

a. North

b. South

c. East

d. West

14. Put the statements below into the most logical sequence.

1. A woman calls the station complaining about harassment by her ex husband.

2. You receive the call from dispatch.

3. An officer takes the woman's statement.

4. You question the ex husband.

5. A judge issues a restraining order prohibiting the ex husband from contacting the woman.

a. 1, 2, 3, 4, 5

b. 1, 3, 2, 4, 5

c. 2, 3, 5, 1, 4

d. 2, 1, 3, 5, 4

15. Put the statements below into the most logical sequence.

1. You ticket one driver for dangerous driving

2. You interview both drivers separately.

3. 2 vehicles collide in the middle of an intersection

4. A vehicles runs a red light.

5. You interview pedestrians on the scene

a. 1, 2, 3, 4, 5

b. 1, 3, 2, 4, 5

c. 2, 3, 5, 1, 4

d. 4, 3, 2, 5, 1

Answer Key

Reading Comprehension

1. C

Choice C is correct; historians believe it was brutal and bloody. Choice A is incorrect; there is no consensus that the Crusades achieved great things. Choice B is incorrect; it did not stabilize the Holy Lands. Choice D is incorrect, some historians do believe this was the purpose but not all historians.

2. D

The feudal system led to infighting. Choice A is incorrect, it had the opposite effect. Choice B is incorrect, though this is a good answer, it is not the best answer. The Church asked for volunteers not the Feudal Lords. Choice C is incorrect, it did have an effect on the Crusades.

3. A

Saracen was a generic term for Muslims widely used in Europe during the later medieval era.

4. B

This warranty does not cover a product that you have tried to fix yourself. From paragraph two, "This limited warranty does not cover … any unauthorized disassembly, repair, or modification. "

5. C

ABC Electric could either replace or repair the fan, provided the other conditions are met. ABC Electric has the option to repair or replace.

6. B

The warranty does not cover a stove damaged in a flood. From the passage, "This limited warranty does not cover any damage to the product from improper installation, accident, abuse, misuse, natural disaster, insufficient or excessive electrical supply, abnormal mechanical or environmental conditions."

A flood is an "abnormal environmental condition," and a natural disaster, so it is not covered.

7. A

A missing part is an example of defective workmanship. This is an error made in the manufacturing process. A defective part is not considered workmanship.

8. D

This question tests the reader's summarization skills. The other choices A, B, and C focus on portions of the second paragraph that are too narrow and do not relate to the specific portion of text in question. The complexity of the sentence may mislead students into selecting one of these answers, but rearranging or restating the sentence will lead the reader to the correct answer. In addition, choice A makes an assumption that may or may not be true about the intentions of the company, choice B focuses on one product rather than the idea of the products, and choice C makes an assumption

about women that may or may not be true and is not supported by the text.

9. B

This question tests reader's attention to detail. If a reader selects A, he or she may have picked up on the use of the word "debate" and assumed, very logically, that the two are at odds because they are fighting; however, this is simply not supported in the text. Choice C also uses very specific quotes from the text, but it rearranges and gives them false meaning. The artists want to elevate their creations above the creations of other artists, thereby showing that they are "creative" and "innovative." Similarly, choice D takes phrases straight from the text and rearranges and confuses them. The artists are described as wanting to be "creative, innovative, individual people," not the women.

10. A

This question tests reader's vocabulary and summarization skills. This phrase, used by the author, may seem flippant and dismissive if readers focus on the word "whatever" and misinterpret it as a popular, colloquial term. In this way, choices B and C may mislead the reader to selecting one of them by including the terms "unimportant" and "stupid," respectively. Choice D is a similar misreading, but doesn't make sense when the phrase is at the beginning of the passage and the entire passage is on media messages. Choice A is literally and contextually appropriate, and the reader can understand that the author would like to keep the introduction focused on the topic the passage is going to discuss.

11. A

This question tests a reader's inference skills. The extreme use of the word "all" in choice B suggests that every single advertising company are working to be approachable, and while this is not only unlikely, the text specifically states that "more" companies have done this, signifying that they have not all participated, even if it's a possibility that they may some day. The use of the limiting word "only" in choice C lends that answer similar problems; women are still buying from companies who do not care about this message, or those companies would not be in business, and the passage specifies that "many" women are worried about media messages,

but not all. Readers may find choice D logical, especially if they are looking to make an inference, and while this may be a possibility, the passage does not suggest or discuss this happening. Choice A is correct based on specifically because of the relation between "still working" in the answer and "will hopefully" and the extensive discussion on companies struggles, which come only with progress, in the text.

12. C

This question tests the reader's summarization skills. The entire passage is leading up to the idea that the president of the US may not have had grounds to assert his Fourteen Points when other countries had lost so much. Choice A is pretty directly inferred by the text, but it does not adequately summarize what the entire passage is trying to communicate. Choice B may also be inferred by the passage when it says that the war is "imminent," but it does not represent the entire message, either. The passage does seem to be in praise of FDR, or at least in respect of him, but it does not in any way claim that he is the smartest president, nor does this represent the many other points included. Choice C is then the obvious answer, and most directly relates to the closing sentences which it rewords.

13. C

This question tests the reader's attention to detail. The passage does state that choices A and B are true, and while those statements are in proximity to the explanation for why the war started, they are not the reason given. Choice D is a mix up of words used in the passage, which says that the largest powers were in play but not that this fact somehow started the war. The passage does make a direct statement that a domino effect started the war, supporting choice C as the correct answer.

14. A

This question tests the reader's understanding of functions in writing. Throughout the passage, it states that leaders of other nations were hesitant to accept generous or peaceful terms because of the grievances of the war, and the great loss of life was chief among these. While the passage does touch on the devastation of deadly weapons (B), the use of this raw, emotional fact serves a much larger purpose, and the focus of the passage is

not the weapons. While readers may indeed consider who lost the most soldiers (C) when, so many countries were involved and the inequalities of loss are mentioned in the passage, there is no discussion of this in the passage. Choice D is related to A, but choice A is more direct and relates more to the passage.

15. B

This question tests the reader's vocabulary skills. Choice A may seem appealing to readers because it is phonetically similar to "catalyzed," but the two are not related in any other way. Choice C makes sense in context, but if plugged in to the sentence creates a redundancy that doesn't make sense. Choice D does also not make sense contextually, even if the reader may consider that funds were needed to create more weaponry, especially if it was advanced.

16. A

The correct order of ingredients is brown sugar, baking soda and chocolate chips.

17. B

Sturdy: strong, solid in structure or person. In context, Stir in chocolate chips by hand with a sturdy wooden spoon.

18. A

Disperse: to scatter in different directions or break up. In context, Stir until the chocolate chips and nuts are evenly dispersed.

19. B

You can stop stirring the nuts when they are evenly distributed. From the passage, "Stir until the chocolate chips and nuts are evenly dispersed."

20. B

The correct answer can be found in the fourth sentence of the first paragraph. Choice A is incorrect because repenting begins the day AFTER

Mardi Gras. Choice C is incorrect because you can celebrate Mardi Gras without being a member of a Krewe. Choice D is incorrect because exploration does not play any role in a modern Mardi Gras celebration.

Part II - Judgment, Recognition and Observation

Section I - Professional Judgment

1. C

One of your responsibilities is the safety, which includes yourself. In addition, a high speed chase could endanger innocent people. The best course of action is to follow the cars at a high but safe speed and update dispatch with a description of the cars and any other information you have.

2. B

A primary responsibility is to your fellow officers and this is much more important than your meeting.

3. A

The best course of action is the gather more information and then proceed from there.

4.B

Protection of life is a primary responsibility of a police officer so the best course of action is to investigate the complaint immediately. You can finish lunch later.

5. C

Handling the situation carefully and calmly is important. Stay calm and do not engage. Explain that you have found him apparently leaving the scene of a crime and would like to ask some questions

6. A

While it is important to handle the situation carefully, you have already warned him once and explained the situation. Staying calm, the best course of action is to explain that if he continues to refuse, you will have to take him to the station for questioning

7. B

The best course of action is to ask if everything is OK. No crime is being committed, and no one is being injured.

Section II - Recognition and Identification

8. A

Choice A is the same person. Choice B, while having different hair and wearing sunglasses has a wider face. Choice C and D have narrower faces.

9. A

Choice A is the same person. Choice B has a thinner face. Choice D and D have wider faces.

10. A

Choice A is the same person. Choices B and D have wider faces. Choice C has a narrower face.

Section III - Observation

11. B

Janet Benoit is wanted for child neglect.

12. C

Jeffrey Crisp is wanted for sexual assault.

13. C

The Volkswagen Phaeton is from Ontario.

14. D

Nathan Abraham is wanted for domestic assault.

15. A

The modified Chevrolet truck is from the Yukon.

Part III - Composition

1. A

Anecdote: n. A short account of an incident

2. B

Heinous: adj. shocking, terrible or wicked.

3. A

Harbinger: n. a person of thing that tells or announces the coming of someone or something

4. B

Judicious: Having, or characterized by, good judgment or sound thinking. Careful.

5. B

Ethanol: n. a colorless volatile flammable liquid C2H6O.

6. A

Respiratory: adj. Of, relating to, or affecting respiration or the organs of respiration.

7. B

Inherent: Naturally a part or consequence of something.

8. A

Vapid: adj. tasteless or bland.

9. C

Waif: n. homeless child or stray.

10. D

Homologous: adj. similar or identical.

11. A

Correspondence is the correct spelling.

12. C

Hemorrhage is the correct spelling.

13. B

Environment is the correct spelling.

14. D

Government is the correct spelling.

15. C

Conceive is the correct spelling.

16. A

Describe is the correct spelling.

17. B

Liquor is the correct spelling.

18. D

Successful is the correct spelling.

19. B

Hurricane is the correct spelling.

20. A

Precede is the correct spelling.

21. D

A colon informs the reader that what follows the mark proves, explains, or lists elements of what preceded the mark.

22. D

A colon informs the reader that what follows the mark proves, explains, or lists elements of what preceded the mark.

23. C

The dash is used when the speaker cannot continue.

24. D

Healthful vs. Healthy. Use 'Healthy' to describe something that is of good for your health and 'healthful' refers to habits or types.

25. A

In vs. Into. 'In' a room means inside. 'Into' refers to movement or action.

26. C

Lay vs. Lie. 'Lie' requires an object and 'lay' does not. So you can lie down, (no object. and you lay a book on the floor.

27. B

Lose vs. Loose. 'Lose' is to no longer have, or to lose a race. 'Loose' is not tied or able to move freely.

28. D

Persecute vs. Prosecute. To prosecute is to have a legal claim against someone and to persecute is to harass.

29. A

Precede vs. Proceed. To precede, is to go first or in front of. To proceed is to go forward.

30. C

Rise vs. Raise. 'Rise' does not require an object and raise does require an object. You have to 'raise' something.

Part V – Math

1. D

2009 X 108 is about 210,000. The actual number is 216,972.

2. A

The price of 12 shirts with profit is 8% = 0.92 X 336 = $309.12 The purchase price of each shirt = 309.12/12 = $25.76

3. D

Substitute the known variables, (3 x 2) + (4 x 4) x 8 =, 6 + 16 x 8, 24 x 8 = 176

4. A

2cnx = 2(4 x 5 x 3)/(2 X 5) =, 2 x 60/2 x 5 =, 120/10 = 12

5. D

Substitute with known variables, (6 x 8) – 12 + (2 x 12) =, 48 – 12 + 24, do the additions first, 48 – (12 + 24) =, 48 – 36 = 12

6. A

$\sqrt{121} = 11$

7. D

To find the total turnout in all three polling stations, we need to proportion the number of voters to the number of all registered voters.

Number of total voters = 945 + 860 + 1210 = 3015

Number of total registered voters

= 1270 + 1050 + 1440 = 3760

Percentage turnout over all three polling stations

= 3015 * 100/3760 = 80.19%

Checking the answers, we round 80.19 to the nearest whole number: 80%

8. B

Assume the total numbers of employees is x. The total salary of all employees will be 125x. The total salary of the managers = 10 X 300 = $3000. The number of employees = X - 10, so the total salary of employees will be 100 X (X-10). The equation becomes 100(X - 10) + 3000 = 125X. x = 40.

9. C

The number of remaining questions is 40 - 28 = 12

The time remaining is 30 - 25 = 5 minutes = 5 X 60 = 300 seconds. So the time remaining for each question is 300/12 = 25 seconds.

10. B

Total expense is $2000 and we are informed that $5 is spent per meter. Combining these two information, we know that the total length of the fence is 2000/5 = 400 meters.

The fence is built around a square-shaped field. If one side of the square is "a," the perimeter of the square is "4a." Here, the perimeter is equal to 400 meters. So,

400 = 4a

100 = a this means that one side of the square is equal to 100 meters.

11. B

If 72 students are present, then 83 - 72 = 11 students are absent. To calculate the percent, the equation will be,

11/83 = x/100

83x = 1100

x = 1100/83

x = 13.25 rounding off - 13% of the students are absent.

12. D

This is a simple direct proportion problem:

If Lynn can type 1 page in p minutes, then she can type x pages in 5 minutes

Cross multiply: x * p = 5 * 1

Then,

x = 5/p

13. D

Let old salary = X, therefore $150 = x + 0.30x, 150 = 1x + 0.30x, 150 = 1.30x, x = 150/1.30 = 115.4

14. C

If there are 5 friends and each drink costs $1.89, we can round up to $2 per drink and estimate the total cost at, 5 X $2 = $10.

The actual, cost is 5 X $1.89 = $9.45.

15. B

Flat Screen TVs are the third best-selling product.

16. B

The two products that are closest in the number of sales, are Flat Screen TVs and Radar Detectors.

17. B

Actual cost = X, therefore, 545 = x + 0.15x, 545 = 1x + 0.15x, 545 = 1.15x, x = 545/1.15 = 473.91

18. C

Initial cost was $220. new cost = 220 + (45% of 220), 45% of 220, 45/100 x 220 = 99, therefore new price is 220 + 90 = $319

19. D

First convert the unit of measurements to be the same. Since 1000 g = 1 kg, 10 kg = 10 x 1000 = 10,000 + 550 g = 10,550 g. Divide 10,550 by 5 = 10550/5 = 2110 = 2 kg 110 g

20. C

Each round trip will be 8 blocks, so in 5 days, he will drive 5 X 8 = 40 blocks.

Part V - Logic

1. D

The sequence is increasing by adding 2 and multiplying 2 alternatively. The next 2 terms are 24 + 2= 26 and 26 x 2 = 52.

2. C

The sequence is decreasing by 8.

3. B

The sequence is increasing by multiplying each the last term by 3. 2.7 x 3= 8.1 and 8.1 x 3 = 24.3

4. A

The sequence is decreasing by dividing the last term by 2.

5. C

The only certain thing is Jane's hobby is reading.

6. D

The only certain thing is bones protect different parts of the body.

7. A

The only certain thing is tree have many purposes.

8. C

Given information is that Carling Lager is on the bottom, and #3 says Budweiser is 3rd from the top. #2 says there are two cases between the Carling Lager and Heineken cases, so the Heineken case must be in position 2.

1.

2. Heineken case

3. Budweiser case

4.

5. Carling Lager case

Molsons and Coors are still unknown. #1 says the Coors case is higher than the Carling Lager case, but since we know the Carling Lager case is on the bottom, that doesn't help. Therefore, we cannot determine the positions of the Molsons or Coors cases.

9. C

"Andrea" is only in sentence 3. Since all three sentences only differ in the names, the corresponding letters found in all three, M R and T must be "loves to text."

"Susan" must correspond to "X," as they both appear in sentences 2 and 3. To find "Andrea," which only appears in sentence 3, look for the only other

letter in that sentence, which is Q.

10. D

"M" and "R" appear in all four sentences, so they must be "loves" and "to" which also appear in all four.

The letters "Z" and "Y" only appear in sentence #4. The other difference between sentence #4 are the words "email" and "Gabriel," but we cannot determine which.

Short Cut

San Pedro

Granite

Richmond

Birch

N

Suspect
Apprehended
Here

Break and Enter
Here

11. D

The suspect was travelling west on San Pedro.

12. B

The suspect was travelling south on Birch.

13. B

You were travelling south when you turned left on Richmond.

14. B

1, 3, 2, 4, 5 is the correct sequence.

1. A woman calls the station complaining about harassment by her ex husband.

3. An officer takes the woman's statement.

2. You receive the call from dispatch.

4. You question the ex husband.

5. A judge issues a restraining order prohibiting the ex husband from contacting the woman.

15. D

4, 3, 2, 5, 1 is the correct sequence.

4. A vehicles runs a red light.

3. 2 vehicles collide in the middle of an intersection

2. You interview both drivers separately.

5. You interview pedestrians on the scene

1. You ticket one driver for dangerous driving

Conclusion

C

ongratulations!

You have made it this far because you have applied yourself diligently to practicing for the exam and no doubt improved your potential score considerably! Getting into a good school is a huge step in a journey that might be challenging at times but will be many times more rewarding and fulfilling. That is why being prepared is so important.

Good Luck!

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